PRACTICAL HOME ECONOMICS

FOR TEACHING NUTRITION, FOOD, HYGIENE, CLOTHING, HOME MAKING AND HEALTH.

TECHNICAL ADVISORS

Henry C. Sherman, Ph.D.,
Columbia University

Walter H. Eddy, Ph.D.,
Teachers' College, Columbia University

E. V. McCollum, Ph.D., Sc.D.,
Department of Chemical Hygiene, Johns Hopkins University

Lulu Graves
Consulting Dietitian

EDUCATIONAL ADVISORS

Elizabeth Amery, B.S., M.A.,
State Supervisor of Home Economics Education, Maryland

Josephine McMullen Bierbaum,
Homemaking Cherokee, Iowa

Mary Blodgett, M.A.,
State Supervisor of Vocational Homemaking Connecticut

Marion Breck, B.S., M.S.
State Supervisor of Home Economics Education, Delaware

Epsie Campbell, B.S., M.A.,
State Supervisor of Home Economics Education, Georgia

Pauline H. Drollinger, B.S., M.S.,
State Supervisor of Home Economics Education, Wyoming

Caroline B. Edwards, B.S.,
Territorial Supervisor of Home Economics Education, Hawaii

H. Christine Finlayson, A. B.,
State Supervisor of Home Economics Education, North Dakota

Ruth Freegard, Ph.B., M.A.,
State Supervisor of Home Economics Education, Michigan

Florence L. Jenkins, B.S.,
State Supervisor of Home Economics Education, Maine.

Treva E. Kaufman, B.S.,
State Supervisor of Home Economics Education, New York

Louise Keller
State Supervisor of Home Economics Education, Montana

Druzilla Kent, B.S., M.A.,
State Supervisor of Home Economics Education, Arkansas

Mary S. Lyle, M.S.,
Assistant Professor of Home Economics Education, Iowa State College

Ellen B. McGowan, B.S., A.M., Ph.D.,
Teachers' College, Columbia University

Ella Moore, B.S.,
State Supervisor of Home Economics Education, Missouri

Maude I. Murchie, B.S.,
Chief, Bureau of Homemaking Education, California

M. Esther Rogers, B.S., M.A.
State Supervisor of Home Economics Education, Mississippi

Agnes V. Watson, B.S.,
State Supervisor of Home Economics Education, Indiana

Martha Westfall,
Director of Homemaking, Public Schools, New York City

VOLUME XI February, 1933 NUMBER 2

CONTENTS

Frontispiece 36

Work Units in Textile Analysis Charlotte M. Brackett 37

Toys as an Introduction to Child Study. Esther Rogers 39

Trends in Children's Clothing.....Josephine F. Eddy 40

Personality Development Guidance in Teacher Training Institutions .....Lilian C. W. Baker 41

Model Housing Projects-I.....Elizabeth Brannigan 43

The Cooking Engineer .....Madeline S. Long 44

A Home Project Camp .....Gladys Wyckoff 45

A Health Club and Its Magazine 46

The School Lunch 47

Equipment and Layout for High School Cafeterias Martha Westfall and Josephine Adams 47

A Study of the Management of Lunchrooms Edna B. Mullins 49

The School Cafeteria Helps to Solve the Depression Problem .....Nelle Massey and Erma Christy 50

Food for Thought 52

The Care and Use of the Sewing Machine Annie Kemp 54

PUBLISHED MONTHLY

BY THE LAKESIDE PUBLISHING COMPANY

Editor, Jessie A. Knox

Office of Publication, 34 N. Crystal St., East Stroudsburg, Pa.
Executive and Editorial Offices: 468 Fourth Ave., New York City

J. T. Emery, President; Karl M. Mann, Vice President and Secretary; Caroline Dexter, Advertising Director

CONTRIBUTIONS: Contributions are desired. Manuscripts will not be returned unless accompanied by postage.

SUBSCRIPTIONS: Yearly subscription, $2.00: Canadian, $2.85; Foreign $2.50; single copies, 20 cents; back copies, 30 cents.

Entered as second class matter at the Post Office at East Stroudsburg, Pa., under the act of March 3, 1879.

Copyright 1933 by The Lakeside Publishing Company. All rights reserved.

Courtesy of the Museum of Fine Arts, Boston

Two Women of the Tachibanacho and a Hairdresser

Japanese print by Kiyonaga (1752-1815)

PRACTICAL HOME ECONOMICS

VOL. XI FEBRUARY, 1933 NUMBER 2

Work Units in Textile Analysis

By
Charlotte M. Brackett*
Supervisor of Home Economics,
Greenwich, Conn.

IN normal times food, shelter and clothing are the three largest budget divisions in the moderate income. But in these times of stress when rigid economy is a necessity and every dollar takes on the role of life-preserver, clothing is the hardest hit of these three. It usually suffers first and longest. Every clothing teacher, therefore, owes it to her students to keep this in mind when planning her courses, and put greater emphasis than ever on the wise selection of fabrics and clothing.

New materials with strange sounding names are constantly appearing on the market for our selection. The increasing popularity of synthetic fibers and the many different fabrics in which they are used, give added importance to textile testing as a part of the "clothing" course. The vague labeling of fiber content in clothing as well as household fabrics is a challenge to every consumer. Intelligent buying and care of fabrics is economy and the result of knowledge, but ignorance frequently results in disappointments, ruined garments and in wasted money.

The usual textile laboratory experiments often require chemicals that are difficult to obtain and seldom found in a home situation. Therefore such tests have little practical value to the consumer. However, simple testing which is reliable is quite possible. The work units in "Textile Analysis" here given are planned to meet the need of the clothing teacher who has no laboratory facilities and must carry out the experiments in the classroom. Only such reagents are used as are easily procured by the teacher or can be brought in by the individual student. The tests are easy to perform and give information that will be practical and useful in the home also. Classroom tests are usually made on material sold by the yard, but if the cloth in a ready-made garment is to be tested, a tiny strip clipped from a seam will be sufficient to show results.

EXPERIMENT I.

To learn the physical characteristics of the more important textile fibers.

Materials: Samples of cotton, wool, linen, silk, and synthetic fabrics.

A. Examine each piece of cloth in turn and compare (a) the appearance, and (b) the feel in the hand. What differences do you note? What would you say were the characteristics of each fiber?

B. Ravel out a "yarn" from each kind of cloth. Hold each one in turn between the thumbs and forefingers about two inches apart and pull quickly. Note (a) the appearance of the broken ends and (b) the comparative breaking strength of the yarns. Record the results. Has the thickness of the yarn and the degree of twist any effect on the strength?

C. Moisten the yarns and repeat the breaking test. Which fiber was noticeably affected? Why is it important to know this? State several reasons.

D. Untwist the yarns and examine several of the tiny fibers in each. Use a magnifying glass if you have one. Note the differences in (a) length, (b) curl or waviness, (c) gloss.

Would the length of the fiber have any effect on the strength of the yarn? On the wearing quality of the finished cloth?

When untwisting the silk and the synthetic yarns did you notice any particular difference? Which separated more easily?

If the silk fibers were short, can you tell what kind of silk was used in making the cloth?

Make a chart of your findings and observations.

EXPERIMENT II.

To learn to distinguish between animal and vegetable fibers.

Materials: Samples of cloth as in Experiment I, also weighted and unweighted silk, celanese; matches, tweezers, tin plates.

A. Take small samples of each material. Hold with tweezers over the tin plate, and burn each piece in turn, noting in each case (a) odor, (b) character of the burning, (c) ash. Which have similar odors? Which similar ash? Can you explain why the ash of the "weighted" silk is different from that of the "pure dye" silk?

Can you think of any ways in which weighting in silk would affect the wearing quality?

B. Take a piece of the celanese with the tweezers and hold a fold of it as near the flame as possible without burning the cloth. Result? What does this test suggest about the temperature of the iron when pressing this synthetic fiber? Would it be a good thing to test a synthetic material to see if it is celanese, if it is not so labeled? Why?

EXPERIMENT III.

To distinguish cotton and linen in a fabric.

Materials: Samples of cotton, linen, and "union" from which all the dressing has been removed by boiling in a 5% water solution of oxalic acid; ink and olive oil.

A. Put a drop of ink on a small sample of the cotton cloth. Do the same on the linen. Which cloth absorbs the ink more quickly? What about the shape of the spot?

Now try a drop of ink on the mixed fiber material or "union." Result?

B. Repeat this test using water. Same

* Author's note: These tests, suitable for junior grades, were developed because of an unfortunate experience one of my students had with a celanese-cotton material.

result? Try a drop of water on your handkerchief. Is it cotton or linen? Is there any other way you can tell whether it is linen or not?

C. Repeat test A using olive oil and hold the cloth up to the light. Compare the spots.

What makes linen an ideal fabric for summer clothes?

Which would make dish-drying easier, cotton or linen towels?

Find out if cotton can be fixed in the manufacturing so that it will be as absorptive as linen.

EXPERIMENT IV.

To distinguish wool from cotton in a fabric.

Materials: Samples of all wool, all cotton and part wool serge or plaid materials; small deep glass dishes (small paint jars may be used) glass stirring rods or smooth wooden sticks; a chlorine bleach (chlorox or javelle water, etc.), 5% lye solution, washing soda solution.

To make the 5% lye solution, dissolve 1 tablespoon of lye in 1 cup of water. This solution should be used warm.

To make the washing soda solution; dissolve 5 tablespoons of the soda in 2 cups of water. Reactions are hastened by warming. Chlorox is used cold.

A. Take a one-inch square of the different materials to be tested. Put each in separate dishes and pour over them just enough of the bleaching agent to cover the sample. Stir gently so that the liquid will penetrate the fabric. If heavy coating or tightly woven worsteds are used, the square may be unraveled.

Compare the behavior of the fibers in the three dishes. In which dishes do you have foam surface? In which none? Could this be an indication of the presence of wool in the fabric?

(Wool fibers will be completely dissolved in 3-10 minutes, cotton will be apparently unaffected.)

B. Repeat this experiment using lye solution. Results?

C. Repeat using washing soda solution. Note results.

Chlorine bleaching agents are used to whiten clothes. Would you use one on white woolen garments?

Lye is used in making soap, and sometimes to soften water. What would happen to woolen fabrics if washed with too strong soap or in water in which too much water softener has been used?

Why do you suppose some laundry preparations say "do not use on wool or silk?"

Make a list of soaps that would be good for washing your sweater.

EXPERIMENT V.

To distinguish between silk and synthetic fibers in a fabric.

Materials: Samples of silk, synthetic and mixtures such as wool and silk, and wool and synthetic. Also glass dishes, rods, chlorine bleach, lye and washing soda solutions as in Experiment IV.

A. Cut one-inch squares of each material to be tested. Put a piece of silk in one dish and a piece of synthetic in another. Pour the chlorine bleach (chlorox) over it to cover well. Watch carefully. These materials may have a dressing that will delay action a little. In which dish do you find foam rising to the surface? From what you discovered in Exp. IV, can you make a general statement about animal fibers? What is the source of synthetic fiber? What can you say about vegetable fibers when treated with a chlorine bleach?

B. Repeat this test on the mixed-fiber materials. Note the results. Since wool and silk are both animal matter, both will be attacked by the bleach. Silk is more quickly destroyed however and will be dissolved first.

C. Repeat the experiment using the lye, and the washing soda solutions. Record the results. Can you give some rules for washing silks and woolens? What would a strong soap do to white silk?

Note: Materials made of wild silk will show only a slight reaction in the chlorox, and will take about an hour or more to dissolve completely. The speed of the reaction on weighted silk is also less rapid than on pure-dye silk of the same weight.

EXPERIMENT VI.

To distinguish celanese and the other synthetic fibers.

Materials: Samples of celanese and other synthetic silks, also fabrics containing mixtures of these fibers if possible. Glass dishes, stirring rods, Chlorox, acetone (a cleaning fluid or nail-polish remover).

A. Put a small sample of celanese and one of another synthetic material in separate dishes. Cover with chlorox and set aside for one hour. Remove the samples very carefully to other dishes that are clean, dry and labeled. Allow the samples to dry thoroughly without rinsing. Examine carefully. The celanese will have regained much of its original strength. The other synthetic fiber will disintegrate readily.

B. Put a drop of acetone or nail polish remover on a sample of celanese. Result? Now repeat on any other fiber that you have at hand. What are your results?

C. Put a small sample of celanese in a dish with acetone to cover. Stir gently. The material will dissolve. Take a piece of synthetic mixture and repeat. Result? How could you use the information?

Review Experiment III and make a summary of ways of identifying celanese.

Find out why two synthetic fibers are sometimes combined.

Summary of Experiments

Exp.	Wool	Cotton	Linen	Silk	Synthetic
I. Cloth	Dull	Dull unless mercerized	Slightly lustrous	Lustrous	Lustrous
Feel	Warm springy.	Warmish but lifeless	Cool, leathery	Cool, pliable	Cool, slippery
Break	5th	3rd	2nd	1st	4th
Ends	Irregular	Fuzzy tufts	Irregular, pointed ends	Even	Even, with spreading ends
Fiber	Wavy, short	Straight, short opaque	Straight, long, translucent	Straight, long, glossy, Spun silk—short	Straight, glossy, long. Easily separated
II. Odor	Burning hair	Burning paper	Like paper	Like hair	Like paper
Burn	Smoulder	Flame	Flame	Very little if any flame	Flame
Ash	Crisp coal	Feathery	Feathery	Crisp coal. Weighted—shape of the cloth	Feathery, except celanese—drips flat black ash. Celanese melts before burning
III. Ink		Absorbed slowly	Absorbed rapidly		
Stain		Irregular spot	Round spot		
Water		Same as ink	Same as ink		
Oil		Opaque spot	Translucent spot		
IV-V. Chlorox	Destroyed	Apparently unaffected		Quickly destroyed	Apparently unaffected
Lye	Destroyed	Apparently unaffected		Destroyed	Apparently unaffected
Washing soda	Same	Same		Same	Same
VI. Chlorox					Celanese weakened, others destroyed.
Acetone					Celanese becomes hard, others unaffected. Celanese dissolves in acetone.

Toys as an Introduction To Child Study

By
M. Esther Rogers
State Supervisor Home Economics Education, Mississippi

An earnest housewife at work.

The toy furniture before painting.

YOU have heard of the clever person who invariably "kills two birds with one stone." The story goes that Janet Smith with one well aimed nursery school project brought down an entire flock.

The question troubling a group of home economics majors in her child care course was how child development units might be introduced to high school home economics classes in such a way that the girls would be *keen* about the subject. They decided to try a class project that seemed to have possibilities.

In encouraging this class of student teachers to select the making of *life size* doll furniture as a suitable project in connection with a unit in child development for high school girls, Miss Smith had many things in mind. She saw further than supplementing the equipment in a none too lavishly furnished nursery school.

To construct something that meets the needs of a particular child or group of children often serves as a means of interesting students in the problems of childhood and of giving them an opportunity to assist in working out these problems. The student teachers were undertaking with the nursery school children a project that might be duplicated later by high school girls with children in their homes.

Although such furniture represents only a small part of the play equipment needed by a child of preschool age the planning and making of it would serve to show most of the essentials which should be considered in selecting any good play material for a child.

By using the designing and construction of play equipment as a nucleus for a unit in child development, the teacher is not only introducing the student to one of the most important elements in child development, that of educational play equipment, but with careful guidance, she may also help her students to discover the close correlation between play and all other phases of a child's growth and needs.

The finished furniture is attractive as well as practical.

All the furniture is put to good use.

In making the furniture, illustrated here, a large number of packing boxes were obtained locally. From this mass of material, those boxes which seemed to fit the idea in mind, those in the best condition and the most securely built were selected. The boxes most easily adopted to form the body of each piece of furniture were put aside and the remaining ones ripped apart for shelves, partitions, legs, supports, etc.

The pieces decided upon for construction were:—A kitchen cabinet; a dressing table; a bed for "Jingle Bells," the rag doll; and a chest of drawers for the doll's clothes.

With such a miscellaneous assortment of materials, specific directions for building the pieces could not be given. The only standards which could be followed in such a project are the few fundamental principles that apply to all good play equipment.

These guides were considered and might be used in grading any toy for a small child:

1. It must be sturdy. A piece of equipment that will stand up under constant

(Continued on page 61)

Trends in Children's Clothing

By

Josephine F. Eddy*

Associate Professor of Home Economics, Alabama College

THOSE who are interested in the subject of children's clothing may find it profitable to look at the field from several viewpoints to become conversant with conditions as they have developed in the last few years. While it is not possible to go into the subject exhaustively here, I should like to call attention to certain trends with which one should be familiar but which may not be apparent unless one is studying the subject through trade papers, magazines, and department stores.

Take first the matter of construction. Before the depression we frequently heard that home sewing was becoming a thing of the past, that it was only a question of time until the homemaker would buy all of her garments ready-made. Many of us, although not willing to concede that all women would buy all garments ready-made, had noted the decrease in home sewing but felt that the housewife would continue to make many of her children's clothes because she could make them much cheaper and better than she could buy them ready-made. It has been interesting to note that with the depression there has been a decided increase in home sewing for adults for two reasons: economy, and the difficulty of being fitted in ready-to-wear garments made with the more complicated lines of the present mode. This latter reason does not, of course, apply to children's clothing, but the possibility of making children's garments at a lower cost and of better material and workmanship still appeals to mothers.

But is it more economical to make children's clothing at home? Do you know whether this is true in your town or is it possible to buy, at a reasonable price, ready-to-wear garments which are well made of good material and thus avoid the work of making them one's self? Take the matter of infants' wear. Embroidered slips imported from the Philippines, Mexico, and Puerto Rico have retailed as low as one dollar for work so fine and so beautifully done that it cannot be duplicated in the home except by the exceptionally skilled worker. Little knit or longcloth gowns made by machine can be bought for the same or very little more than the cost of the material at retail. This spring, machine-made panty dresses for little girls from two to six, well made, of fast color print, have sold as low as fifty cents and little boys' suits of linen have retailed at a dollar and a half. In many instances garments for this age or for children of school age have sold for very little more than the retail cost of the material alone. Has this been true in your town? Do you know the type of garment sold in the children's departments of your local stores?

For, at the same time, on the same counter, and at the same price as these of good quality, have been shown garments of sleazy material which will shrink badly when washed, which will pull at the seams, and which carry no guarantee of fast color. The color and design are fetching but the value is not there. Do we not need, then, to spend more time on the study and comparison of values of ready-made infants' and children's garments than we have before? Should we not compare the home made garment with *all* types of ready-made garments as to cost, quality, construction, style, shrinkage? Should not some of the time formerly spent on construction, go into this phase of the work?

But, you may say, garments of the better type are not shown in my town. We are still making children's garments at home. This may be true, but you should watch this trend toward increased consumption of children's ready-to-wear garments. There are several tendencies which point the way. Let me list three which show how the wind is blowing.

In 1921, due to the increase in the manufacture of children's ready-to-wear, the Haire Publications started *The Infants' and Children's Review,* a trade paper for retailers and manufacturers of children's garments. This magazine today is enjoying a signal success.

The Census of Manufactures, issued by the Bureau of the Census every two years, has always combined the figures for women's and children's ready-to-wear garments but due to the growth of each industry they were separated in the 1927 census, and in the 1929 census it was necessary to subdivide children's clothing even more to give the correct picture. The interesting fact shown by these figures is that, while New York is still the center of the manufacture of children's ready-made garments, the industry has spread over the whole country from the Atlantic to the Pacific. Furthermore, even though the manufacture of infants' and children's wear has declined during the depression, notes from Dunn's business surveys and the Fairchild indexes show that this industry has remained steadier than any other of the ready-to-wear garment industries.

In the spring of 1930 one of the leading commercial pattern companies made a survey of the sale of children's patterns and found that there had been a decided drop in all sales within the last few years. There was an increase in their fall sales which they attributed to the lower cost of making woolen garments at home, but they felt it was only a seasonal increase as was shown by a decline again in the spring sales. As a result of the survey this pattern company no longer employs designers for children's patterns alone and has dropped the publication of their separate magazine for children's styles.

I should like, next, to call your attention to the development of style consciousness in the children of this decade. I believe we may consider this a new trend, for while certain children have always been made very clothes conscious, this group has been too small to influence all children. But I think there has been a change within the last five years. What has caused the change? The growing style awareness of their mothers, the movies, advertising and displays of department and specialty stores have all had their influence. It is true that children's styles lag behind adult styles due to the fact that the manufacturers of children's clothing have not employed the high type of designer and stylist found in the women's ready-to-wear, but I believe you must agree that children's styles move with those of the adult sufficiently so that we invariably find adult styles adapted and copied for children.

Wideawake department stores are trading on this growing style consciousness in the younger generation. Note the grouping of the children's garments in the best department store in your town. If it is progressive you will find the dresses for the school miss not far from those for the high school girl and often on the same floor as her mother's. Also the millinery department will be near the coats and dresses and a good clerk will suggest ensembling the wardrobe even for the child of eight. One enterprising store placed its barber shop next to the girls' and misses' departments and gave a finger wave free with each hair-cut hoping to make the child style conscious so that she would want a new dress when she came from the bar-

(Continued on page 56)

* This paper is the result of a study made by the author last summer in New York City. Miss Eddy is conducting an interesting course in Retail Merchandising at Alabama College this year.

Personality Development Guidance In Teacher Training Institutions

Planned with Special Emphasis on Courses In the Home Economics Curriculum

By
Lilian C. W. Baker
Head of Home Economics Department
Keene Normal School

Procedure for the Organization of the Teaching of Personality

A large proportion of the present generation are over-developed in one or more character traits, for little attention has been given to the development of an all-round individual. The school or college that sucessfully develops personality will produce individuals more socially, physically, civilly, spiritually, and individually desirable, than the majority of the population of today. Departments of Home Economics should be leaders in this phase of education. The modern college will make provisions for the development of a desirable personality for its boys as well as its girls. Personality development cannot be taught in any one school course or by any one individual; it is a co-operative undertaking, carried on as an integrated procedure, by a socially conscious faculty.

Here are suggestions for five problems that teachers may find helpful. The clever teacher will restate them to suit her students, and in accordance with the ideals of the school.

1. How can a department of home economics show freshmen and sophomore students the importance of desirable personality
2. How may the study of clothing contribute to personality development. Taught indirectly through self-analysis in freshman clothing classes: clothing selection, etc.
3. How is the character growth of the girl dependent upon her courses in foods? Taught especially through meal planning, meal preparation and the eating of the meal.
4. How will there be further development of personality in college students through the course in home living? These may be in home management, child development, practice house work, etc.
5. How can a course in methods of teaching in home economics make students conscious of their professional needs in personality development?

Problem I

How can a department of home economics show freshmen and other college students the importance of a desirable personality?

This problem is planned for the student's consideration, because it is realized that it is comprehensive, and that a desirable personality can be most satisfactorily achieved through a more or less informal procedure of instruction.

1. A prerequisite to personality development is the realization by the individual of certain points. Some of the most important are:—
   a. That personality is a composite thing made up of many traits and qualities, all of which influence associates and employees.
   b. That personality, like health and scholarship, can be developed and that such development depends upon active effort.
   c. That personality development is believed by educators to be measurable; and that there are instruments for its measurement which should indicate present status, as well as the rating dependent upon future growth.
   d. That the school provides opportunity for the exercise and further growth of the most acceptable personal qualities.
2. There are certain existing organizations in each school, which are to be utilized by the students and for the students towards the development of individual character. Some especially helpful are:
   a. Orientation week, which should include several freshmen meetings, social and otherwise, where the importance of character and other desirable qualities are stressed.
   b. A general personality test should be given during orientation week. It should be based on an accepted scale or rating.
   c. An average opinion, based on an evaluation of each freshman by ten other freshmen, should be secured and recorded in orientation week.
   d. A faculty sponsor, through whom the student can learn of his personality test rating and secure individual help, should be provided for each freshman.
   e. A series of freshmen lectures, attendance upon which is compulsory, should be sponsored and possibly initiated by the Department of Home Economics.
   f. Weekly or bi-weekly group meetings for the different classes (sophomores, juniors, and seniors, as well as freshmen) should be carefully planned and carried on, so that further development of each individual for successful living is fostered.
3. College students should be taught to realize that society demands leadership of a certain kind, which can be developed through various college activities.
   a. Civic responsibility can be developed through the college government.
   b. The traits and qualifications for securing and holding office should be emphasized.
   c. The formulation and presentation of issues for the shaping and control of public opinion can be learned.
   d. The responsibilities, as well as the privileges, of the office holder can be evaluated.
4. College offers opportunities for fellowship, as well as for leadership. The ability to follow is often more valuable than the ability to lead.
   a. Active co-operation is often the best way to gain the desired end.
   b. The leaders are dependent upon the public which elects them to office.
5. College offers opportunity for practice in the field of social relationships.
   a. In the class room for both teachers and students.
   b. In the college dormitory, fraternity house, rooming house, library, etc.
   c. In the extra curricular activities, clubs, athletics, class meetings, etc.
6. College offers opportunity for practice in spiritual development. Such considerations would be thought of through:
   a. Church affiliations.
   b. Activity in Y. M. and Y. W. C. A., Young Peoples Associations, etc.
   c. Recognition of the Supreme and the individual's need for guidance, etc.
7. Students at the end of the freshman year should realize that life is what one makes of it, and that college is a miniature world where all sorts of activities needed in living, can be practiced.
8. Sophomore students should be taught to further modify and adapt the different situations to contribute to the desired end.
9. Sophomore students should be able to formulate hypotheses concerning the manipulation of public opinion and the securing of leadership.

a. There are many situations where active support should be necessary even in the freshman year.
b. Active alliance with civic enterprises, as well as political movements, should have been achieved.
c. Students should be interested in certain major spiritual and ethical enterprises, as well as various aspects of college hospitality.

10. Sponsors of sophomore students are advocated for the purpose of giving such individuals an opportunity to express verbally just what they have been able to make of life thus far.

11. Achievements and additional ways of growth should be formulated by each school, depending upon the needs and ideals of the particular school and the different students in attendance.

Problem II

How may the study of clothing contribute to the development of personality?

The first courses in clothing will be especially concerned with the selection and purchase of clothing. Clothing is generally chosen to satisfy certain physical characteristics of individuals. The physical factors that contribute to personality are more easily ascertained and modified than the spiritual and ethical, therefore many of the physical aspects of personality are best developed through the clothing classes.

1. There are several fundamental assumptions that are basic in such courses of instruction.
a. The college freshman is primarily interested in herself; and her personal appearance is an important factor in the success of her college life.
b. A course in clothing based on the needs and interests of the student will contribute to personal satisfactions and individual adjustments in college.
c. Intelligent self-analysis is a way of discovering dominant physical qualities and character traits that should influence the selection of clothing.
d. All normal human beings have personality although some people have a more desirable one than others.
e. The important qualities that should be considered in the selection of clothing are: physical fitness, height, color, shape, size, posture, facial expression, gracefulness, vitality, self-possession, judgment, cleanliness, unaffectedness.

2. Some principles that must be considered and appreciated by the students studying clothing are summarized below.
a. Clothing is our nearest enviroment.
b. Each individual should strive to develop a desirable personality.
c. Physical qualities and character traits are the most easily distinguished factors in personality.
d. The personality of the individual may be interpreted by his clothing.
e. Clothing may be varied to express whatever the individual desires.
f. Clothing may be used to minimize undesirable qualities in the individual.
g. People may use clothing to create a deceptive personality.
h. The clothing of the well dressed person is in harmony with the dominant personality traits.

3. The activities in which girls would engage to ascertain these points concerning themselves would be:—
a. Self-examination to discover outstanding physical qualities and how fabrics and garments modify them.
b. Critical evaluation of good and bad qualities.
c. Consideration of character traits and how clothes seem to influence behavior.
d. Consideration of laboratory methods, order, neatness, punctuality, co-operation, patience, skill, etc.
e. Case studies carried on outside the class room to discover relationship of clothing and character traits.
f. Critical evaluation of personal attitude in regard to the wearing of clothes, borrowing garments, wastefulness in clothing, etc.

4. Reading that will give helpful information in a college course on clothing selection.
a. Charters — *The Teaching of Ideals,* pp. 13-15, 19.
b. Pickin — *The Secrets of Distinctive Dress,* Ch. 1, 2, 7.
c. Baker — *Clothing Selection and Purchase,* Unit 1.
d. Dooley — *Clothing and Style,* p. 83.
e. Weinberg — *Color in Every Day Life,* pp. 302-309.

Problem III

How is the character growth of the girl dependent upon her courses in foods?

The first courses in foods are given in the freshman or sophomore year, and should provide many opportunities for the informal teaching of personality. There is a trend toward the planning of such courses in food selection and preparation, to meet the needs of the family, as well as of the individual.

1. Some of the fundamental assumptions that give basic suggestions for foods classes are:—
a. Human beings are gregarious creatures and in general gain more satisfaction through eating together than by eating alone.
b. Home economics teachers of foods classes are interested in developing worthy members of society as well as theorists and good cooks.
c. A satisfactory course in foods will help the girl to discover the factors in her surroundings, and in herself, that when properly controlled will make her a more desirable member of society.
d. There are several character traits that are essential for the efficient planning and the satisfactory preparation of the most worthwhile family meal.
e. Some especially important traits are: appropriate honesty, adequate neatness, sense of responsibility, sensible cleanliness, useful planning, suitable appearance (table, individual, food), knowlege of accepted customs, sense of values, common sense, sense of fitness, consideration of others, fair return for service, justice, co-operation, tolerance, initiative, liberality, hospitality, tact, helpfulness, sympathy, friendliness, poise, good judgment, sincerity, adequate skills.

2. There are some basic principles on family life that should be taught indirectly through the foods work.
a. The satisfactions derived from the family meal are dependent upon the activities of each individual comprising the group.
b. Co-operation and consideration for others are essential for a harmonious meal.
c. Skill in planning and preparation are necessary for a sucessful meal.
d. Cleanliness, order, harmony and neatness are important factors in foods work for the development of aesthetic appreciations.
e. Good manners, the group sanctions of a nation or country, aid in the satisfactions derived from the family meal.
f. Social attitudes and individual standards of conduct may be materially influenced by the family meal.
g. The psychical atmosphere of the meal affects the health and digestion of the individual participants of the food.
h. Each individual in the family group should feel a responsibility for the social atmosphere created during the meal.
i. The satisfaction of the family, individually and collectively, should be the central idea in meal preparation.
j. A willingness to expend a reasonable amount of physical and mental effort is necessary for a satisfactorily planned and prepared meal.

3. Constructive teaching will aid the girl to acquire desirable personality traits through foods classes.

Activities carried on in the class are:
a. Planning and purchasing the food, in which good judgment, organization, common sense, justice, co-operation, responsibility, etc. would be important.
b. Preparation of the food, where cleanliness, suitable appearance, neatness, sense of values, fair return for service rendered, cooking skills, etc. would be important.
c. The eating of the food, the type of

(Continued on page 62)

Model Housing Projects

I

Community Projects In Suburban Areas

By
Elizabeth Brannigan

A view of the park side of a few Radburn homes.

IT IS the desire of every citizen to have as his home a building which is his own, which conforms to his ideas of beauty and comfort, and in which his family may have peace, privacy, and happiness. In America, such possession is out of the question for the vast majority of families. With the average income for the lowest third of our families estimated at $1200 or less, for the middle third at $1200 to $2000, and only the top third having incomes above that amount[1], such a course is manifestly impossible. It is not practicable for a family to spend much more than two years' income on the purchase of a house, and the best that most families can hope for, even in small towns where property is cheap, is the chance to buy an old house and remodel it gradually.

In the small town, the average family's housing problems resolve themselves into questions of plumbing and sanitation, heating and lighting, modern arrangement, for efficiency and comfort, and a general bringing up to date and sprucing up existing dwellings which are already provided with ample light and air. In the city, light, air, and space are the most pressing problems, if we except those slums for which complete reconstruction would be the only solution.

There is much that can be done in the line of making present structures conform more closely to modern standards; there is much more that can be done to raise those standards; we should bend every effort to eradicate the slums of the cities and to make possible such economical construction and financing of a small house that most families can have homes of their own, comfortable, sanitary, and in good taste.

But no matter where we stand in the economic pyramid, unless it is at the very apex, there is a housing problem. Towns and cities were planned—or, rather, grew—without thought of the motor car, the metropolitan areas of today and all the problems of safe living that they involve.

Various European countries have made much greater progress in this direction than we have. In all of them there has been governmental assistance in the financing of construction, if not actual subsidy, as in Vienna. A beginning is, however, being made in the United States today, and it is of a few model projects that I want to speak in this article and in one on city housing to follow.

The first of these towns, aside from "exclusive" real estate developments intended only for the positively wealthy classes and large groups of company owned houses put up by individual concerns for employees or to foster trade, was Mariemount, Ohio, a village outside Cincinnati which owes its existence to the philanthropy of a Mrs. Emery. The whole town has been completely planned, with parks, schools and a non-denominational church, the land is owned by a corporation which is limited to a profit of 6% on its investment, and houses built in this town must cost between $5000 and $25,000. It is a suburb of Cincinnati, and will when completely built up contain some 750 houses.

A much more ambitious project is under way at Radburn, New Jersey, under the auspices of the City Housing Corporation of New York. The town is seventeen miles from New York, and consequently is occupied largely by commuters. This corporation had previously developed a housing project at Sunnyside, in the borough of Queens, New York City, which has been most successful.

About two square miles of land were acquired for this prospective town in 1927, and work was started in 1928.

People have been living there for three years, but it is estimated that about eight or ten more years will pass before the land is fully developed to its maximum population of 25,000.

The town's most unusual feature is its system of "superblocks," under which each unit of houses is surrounded

(Continued on page 60)

An aerial view of Radburn, showing two partially built up superblocks.

[1] Wood, *"Recent Trends in American Housing,"* page 52.

The Cooking Engineer

A one act play for boys

By

Madeline Stephenson Long*

English Department, West High School, Minneapolis, Minnesota

Characters

James (Jim) Gilmore
"Salt" Rogers
"Fat" Johnson } high school boys
Bob Kirby

Bill McAndrews—a little older than the other four.
Mr. John McAndrews—Bill's uncle

Acting Time

Fifteen to twenty minutes

Scene

A camp kitchen. Stove on stage left; sink or long table, rear center; table for six, center-front; cupboard, stage right-rear; small table with chair, stage front-right; seven chairs altogether; dishes, food, water, etc.

(At rise of curtain, four boys in aprons and caps are discovered cooking; JIM *and* FAT *are at the stove, left;* KIRBY *behind table making salad;* "SALT" *at right end of table making biscuits. All are singing as they work.)*

ALL: *(To the tune of "The Bull Frog in the Pool")*

There's a tonic in the spinach
And calories in the sweet.
We're gaining strength and muscle
From everything we eat.
There's a carbohydrate here
And a bit of protein there
Vitamins A and B
And C and D
And calories everywhere.

FAT: The potatoes are boiling now; I'm going to work on my account book. This is the last of the month and the blooming thing's got to balance. *(He crosses to small table, stage right-front.)*

JIM: All right, Fat. How's the salad coming, Kirby? *(He samples the salad.)*

KIRBY: This is going to be the world's best salad. I've put everything in it but rutabagas; and my salad dressing would make a French chef green with envy. *(Shakes bottle of dressing.)*

JIM: *(Looks in oven)* The meat loaf is browning and the pudding is nearly done. Are your biscuits ready, Salt? *(Crosses right)*

KIRBY: *(quickly)* I hope you put baking powder in them this time, Salt. I'd hate to have Mr. McAndrews bite into one of your famous salt biscuits.

SALT: You should talk! You put salt in a pudding once instead of sugar.

KIRBY: But salt and sugar look alike, while salt and baking powder do not.

SALT: Well, at least I'll never make that mistake again. *(Puts biscuits in oven.)* My future wife will never have reason to complain about my baking powder biscuits.

(Jim puts cloth on table and begins to set it. Salt helps.)

FAT: *(working on account book)* Say Fellows, how much is nine times seven —sixty-three?

JIM: *(Setting piles of dishes on table)* Let's vote on it. All those in favor of nine times seven being sixty-three say Aye.

ALL: Aye.

FAT: I wish I could buy a new hat this month, and I saw some dandy new ties at Rothchild's; but a budget's a budget. It won't stretch.

BILL MCANDREWS: *(enters right, throws hat on table, and sits astride chair near cupboard.)* Hy, folks. Something smells good.

JIM: *(snatches Bill's hat off the table and throws it right)* Can't you see that we're setting this table, you poor fish?

BILL: *(retrieves hat and resumes seat)* You fellows take your cooking so seriously, you give me a pain. It's a girl's job anyhow.

SALT: I wouldn't want to eat food you had cooked, Bill McAndrews, and I'd certainly hate to invite your uncle to a meal of your cooking.

BILL: *(cheerfully)* So would I. I'll admit I like to go camping with you, but this cooking things just so, and setting tables, and all that doesn't strike me as worth while. I'm going to get a man's job this summer with my uncle.

JIM: *(turns toward Bill)* Are you sure of it, Bill?

BILL: Well, practically. He said he'd give me a job if there was any vacancy I could fill, and there's sure to be one. This is a new engineering project they're working on here. It ought to last three or four months.

JIM: I wish I could get a job.

SALT: So do I.

FAT: I need some money.

KIRBY: Who doesn't!

JIM: But I graduate from high school in June, boys, and I want to enter the engineering college. I can't go to the U if I don't get work this summer.

KIRBY: Yeah, you need it the worst. *(Places salad and "tools" on sink, goes to chair—stage left, and sews button on jacket. Salt pours water; Jim finishes setting table.)*

BILL: *(rising)* You didn't ask my uncle here to lunch thinking he'd give you a job, did you, Jim?

JIM: No, I asked him because he's one grand fellow and the other boys want to meet him.

KIRBY, FAT, AND SALT: You bet.

JIM: And because I'm interested in engineering.

BILL: But, Jim, you couldn't expect to get an engineering job. Now I've had two years' work at the U.

JIM: I don't expect to get any kind of a job with this depression on.

FAT: *(rising and waltzing around)* Boys, I've got a balance! *(waves account book)* Wait till I show my father this. I'll bet he'll give a trip to Europe or something.

SALT: You must have been your father's despair hitherto. But he'll never trust you as far as Europe.

FAT: Well, anyhow, he'll let me make a long trip. *(he begins to dish pudding)*

BILL: *(crossing to Kirby)* While you're sewing on buttons, Kirby, sew on one of mine.

KIRBY: I would if you hadn't called me a sissy for knowing how to sew.

SALT: *(right of Bill)* Isn't that a new jacket? You shouldn't be shedding buttons already.

BILL: Sure it's new. *(showing it)* But you fellows never said a word about it.

FAT: You got gyped. That material don't wear.

SALT: It shows spots easily and it won't clean well.

KIRBY: *(rising left of Bill)* Whoever picked that tie for you must be color-blind. It gives me the jitters. *(Jerks tie. Puts away his sewing.)*

BILL: Well, you're a lot of gloom dispensers. What have you got to say, Jim?

JIM: Nothing, except that I told you all that before you bought your outfit.

BILL: *(sullenly)* Well, it's my jacket, and I like it.

JIM: If you get a job, you can buy another one when that's done for. *(Places butter on table)* Say, when is your uncle coming?

BILL: *(consults watch)* He ought to be here now. *(Crosses right)*

SALT: Are you sure the table's set right, Jim? It doesn't look as nice as it did at West High.

KIRBY: *(placing chair at left end of table)* Mr. McAndrews won't expect guest silver in a camp. *(He drains potatoes)*

JIM: We could have some flowers, though. I saw some wild cherry blos-

(Continued on page 57)

* Given before the National Parent-Teachers Congress at Minneapolis by a group of boys selected from Mrs. Mary Potter's boy's cooking class at West High School, Minneapolis.

A Home Project Camp

By
Gladys Wyckoff
Assistant State Supervisor,
Home Economics Education in Missouri

THIS first experimental home project camp was organized on the belief that if the high school girls who had done outstanding home project work in the classes of vocational home economics in Missouri high schools could meet together amidst happy surroundings to discuss their accomplishments and make plans for the future that the home economics home program of the whole state would receive a decided impetus. The supervisors of vocational home economics and five teachers began planning early last fall for the project camp.

The camp was held on a little lake in the Ozarks from June 11 to 17, with thirty-four girls in attendance.

In order to reach the girls who had made the outstanding successes with their projects and to keep the group small enough for easy acquaintanceship and discussion, the enrollment was limited to the two girls who ranked highest in home project work in each class. This selection was not easy to make. All girls enrolled in these high school classes of vocational home economics had been carrying home projects throughout the school year. Each girl's special problems, her particular abilities and her home environment had to be considered in attempting to determine which girl had made the most progress. In addition to these difficulties in fifteen high schools the teacher was employed for the tenth month for the supervision of home projects. In these schools the work done during the month of special project work had to be considered also.

The executive committee agreed, early in the school year, that a local group of representative citizens, both men and women, should be asked to help judge the projects. These groups have come to be known in the communities where they have served as the "Home Project Committee." This committee often accompanied the teacher on her visits to see project work in operation. They also read project reports and reviewed finished products which the high school girls presented for inspection. Many towns became "home project conscious" and it was from members of this committee that visitors to the town often received the most interesting reports of home project work.

The financing of the trip to the camp was left to the local communities.

The camp selected was the Kansas City Y.M.C.A. camp, Camp Gravois, near Versailles, Mo. A Y.M.C.A. representative was general manager and adviser. An excellent cook catered to appetites which demanded five loaves of bread for each of the first two days but twenty for each of the last two days.

The girls began arriving on Saturday morning. By evening the thirty-four girls and five teachers who were to act as hostesses were all settled in cabins, each of which accommodated seven girls and one teacher. The state supervisor, Miss Ella Moore, one of her assistants, Miss Gladys Wyckoff, and Miss Alice Dahlen, instructor at Iowa State College, were already located in the cabin known as "Headquarters" and had plans for the camp complete.

Sunday was a quiet, restful day, spent chiefly in getting acquainted. There was time for a morning devotional service and an evening camp fire circle where ideals of homemaking were discussed.

The girls set up a schedule of camp duties, enjoyed the usual pleasure of an organized camp, and discussed their projects around the camp fire each evening. Near the close of the week the girls set up the following points for measuring home projects:

1. A real problem to begin with.
2. Results are good—that is,
   a. There should be an improvement in home life.
   b. Girl should be inspired to do more and be more confident.
3. Real interest.
4. Objectives are definite.
5. Procedures and results are evaluated by checking on objectives.
6. Gain confidence of parents, other members of family, and neighbors. As one girl said, "If your project interests the family it will just naturally leak out."
7. The project should be helpful to someone else—not done entirely for a selfish motive.
8. The project should be of lasting benefit—it should not stop at the end of a set time but should be made a habit.
9. One should put into practice the principles and knowledge gained in class. Two girls said, "I don't see how you could have a good project if it didn't make application of school work," and "I think this home project work helps you understand class work".

A glimpse of the camp.

Both girls and teachers learned much from the discussion. Supervisors and teachers who heard these girls discuss home projects are most hopeful of the accomplishments of next year

As the climax of the stay at the home project camp the girls staged a pageant embodying the project stories that had been given during the week. The Spirit of Home Economics presented each group with a couplet indicating the phase of home economics which it was to portray. The lines used in introducing the related art group are typical.

"We must use the principle of
art, whenever in doubt,
In decorating our homes,
within and without."

Parents and friends attended this final program, which was warmly received by the entire audience.

Teachers, supervisors and friends all agreed that the home project camp should be used again next year as one means of improving home project work in the program of vocational education in home economics in Missouri high schools.

A local home project committee meets with the home economics teacher.

A Health Club and Its Magazine

SOME two hundred pupils in the Lee Junior High School of Roanoke, Virginia, have been organized by their home economics teacher, Miss Nancy Dixon, into a "Health Club," under the inspiration of which their work has been carried on with new enthusiasm and effectiveness. This organization, which includes both girls and boys, has a meeting for a fifty minute period once a week. The understanding and practise of health rules constitute its goal, and when these rules are made attractive by dramatization and by song and story, it is surprising what good results are attained.

Each pupil keeps a record of his health progress in a notebook where he enters such pertinent matters as diet, sleep, rest, recreation, and cleanliness habits and where improvements in weight and health are noted. Each book contains a chapter of balanced menus, including menus for a good school lunch.

With the cooperation of an interested local organization, this club published in 1931 a monthly magazine, the "Lee Junior Health Messenger," edited by the children themselves with the aid of Miss Dixon and three medical advisors*. Most of the contributions came from the pupils, and we are giving part of an editorial in the first issue, together with several articles as an illustration of the type of work Miss Dixon encouraged.

The Wide Awake Health Club

(Editorial)

Health and Play School takes great pleasure in introducing to you the American Girl Health and Beauty Products.

1. Rouge for the cheeks and lips—Cream Kissed Carrots. No dressing table is complete without our Creamed Kissed Carrots. . . .

2. Complexion Cream—Essence of Oatmeal. A delightful combination of Golden Oats. When desirable, a few ounces of fresh or stewed fruit can be added. . . .

3. Sleeping Potions—Our method of sleeping, scented with pure, sweet dreams, will eradicate wrinkles, give a permanent curve to the mouth, and to the eyes a constant glow.

Directions: Wash before applying. Mix with one nine hour bedful of sleep with open windows every night. (eight hours for an adult). Do not expect results if used fitfully. Persistence and regularity are essential to obtain the best results. . . .

4. Our Water of Cleanliness. . . .

5. Our Water of Life—For best results, use about six glasses a day. . . .

For further information, see Miss Nancy Dixon, Health and Nature's Beauty Specialist.

Miss Dixon says her health and beauty products are going fast, as she has 118 regular customers.

* Unfortunately, it has not been possible to continue this magazine, due to shortage of funds, and no copies are available.

What Causes Colds?

Colds are contagious. When we come in contact with people having colds, we may "catch cold." Colds may be caused by bacteria entering the nose and throat. If we are tired, are constipated, have eaten unwholesome food, or too much food, or have had too little sleep, the bacteria in the nose and throat begin to grow and multiply rapidly. When one has a cold the nose becomes red and "runs"; the eyes water; sometimes the throat is sore. This is because more blood than usual rushes to the eyes, nose, and throat for the purpose of stopping the growth of the bacteria.

People often wonder what is the best medicine for colds. There is no better medicine than the "health rules." The most important rules concerning the prevention of colds are:

1. Never drink from a common drinking cup.
2. Cover your nose and mouth when sneezing, or bow your head.
3. Breathing fresh air.
4. Having a regular bowel movement.
5. Drinking water freely.
6. Bathing often.
7. Exercising, especially outdoors.
8. Avoid chilling the body by wearing clothing suitable to the weather; changing wet shoes and stockings.

—VIRGINIA BOSWELL.

Why We Need Sleep

Sleeping time is growing time. It is also repairing time. Our body is refreshed after a good night's sleep.

Plenty of sleep and rest at night is needed for the following things:

1. Growth.
2. A good disposition.
3. To think and to work.
4. A good complexion.
5. To look well.

Pupils going to high school should have at least nine or ten hours sleep every night. Adults need at least eight hours sleep.

The best ways to get proper sleep are:

1. Go to bed at a regular time.
2. Have the room quiet.
3. Open the windows wide.
4. Avoid eating between the evening meal and bed time.
5. Use warm, but light, bed covering.
6. Sleep either without a pillow or with a low pillow.
7. Think of pleasant things before you go to sleep.
8. Relax so that you go to sleep very soon after getting into bed.

—LEONORA HART.

Pasteur—World Hero

Last week was celebrated the hundredth birthday of Louis Pasteur, the great French scientist who discovered that germs cause many diseases for which people thought there was no cure.

You may have heard of pasteurized milk. Have you known before why it was called by that name? Pasteur discovered that when milk spoiled, it was due to tiny germs which multiplied fast. Is the milk pasteurized in your locality?

But Pasteur also discovered how to cure cattle, chickens, dogs, and even silk worms of dangerous diseases. He invented the first cure for hydrophobia, which means not "mad dog" but "fear of water." Other animals besides dogs have this disease.

The French people voted him their greatest son, greater than any warrior.

—KATHRYN ANDERSON.

Why Are Table Manners Important?

A certain young woman proved to be a very good student in college. She talked in an interesting way. She was friendly to her classmates. These qualities made her popular among her college friends. One of the young men in her class invited her to go to a school picnic. At the picnic supper, rolls were passed. The girl stuck her fork into a roll to remove it from the plate. In cutting a piece of cold meat, she gripped her fork as if it were a "weapon." She smacked her lips while eating. The young man had been taught that because we usually eat in the presence of other people, we owe it to our associates to learn when and how to use a fork. The young girl's table manners disgusted her escort. He overlooked her fine qualities because she had failed to learn some of the niceties of table conduct.

A young man had been commended to a business man as a skillful secretary. The business man invited the applicant to lunch with him in order to talk over the duties his secretary would have. When the business man noted that the applicant showed no training in table manners he decided at once to look elsewhere for a secretary. The young man lost the position because his crude manners made a bad impression. Good table manners count in the home, in business, and in society.

—OLIVE ATKINS.

Equipment and Layout For High School Cafeterias

By
Martha Westfall
Director of Homemaking
and
Josephine Adams
Assistant Director of Homemaking,
New York City Schools.

IN the Junior and Senior High Schools in New York City, pupils are drawn from groups of elementary schools spread out over large areas and most of the pupils live at such distance that they are unable to go home for luncheon. Since the lunch periods are short, and a great many pupils have to be accommodated in the school cafeterias, it has been unnecessary to spend much time and thought on the equipment and layout which will serve the purpose most adequately, and with the greatest facility.

The cafeteria of the Seth Low Juniour High School, Brooklyn. Note the brick walls of the room.

In the Junior High Schools the lunch service is located in the basement with ample windows to insure good light, air and sunshine. A general plan for the layout includes pupils' cafeteria, teachers' lunch room, kitchen, dish washing room, storerooms and a toilet for the kitchen help.

The pupils' counter is U shaped and located in the lunch kitchen so that food may be served directly from the kitchen. Two doors provide access to the counter from the cafeteria so that the line of pupils enters at one door, is served and leaves by the other. To facilitate service an auxiliary lunch counter is provided in the main cafeteria at a distance from the kitchen (in the plan this is placed near the stairs beyond the teachers' lunch room).

Cafeteria and teachers' lunch room are, of course, equipped with chairs and tables.

In establishing the standards for cafeterias in the high schools, it was assumed that about 25% of the pupils would either bring their lunches from home or would go out of the building for lunch, therefore, it would only be necessary to provide lunch equipment for 75% of the pupil capacity of the school. As luncheon is served in three separate periods, the seating capacity must take care of 25% of the total enrollment. In a large high school accommodating 3000 to 5000 or more pupils the space required for the cafeteria, kitchens and auxiliary rooms is extensive and great care has been taken to provide access from as many of the stairways as possible and to locate serving counters at various remote points so as to avoid congestion and crossing of traffic lines.

An effort has been made to place each serving counter so that entering pupils may pass to the counter and then to lunch tables without having to cross any line of pupils waiting to be served. This is especially important in school cafeterias because pupils to the capacity of the room all arrive at once. They must obtain their food, eat and leave promptly, in order that table may be cleared and made ready for the next capacity crowd which arrives very soon after.

In addition to the pupil cafeterias the large high schools provide a teachers' cafeteria and serving room; a central kitchen for the preparation of food; ample store rooms for supplies, preferably one for dry supplies, another for fruits and vegetables and still another with refrigeration for meats, butter, eggs, etc. There is also the dietitian's office with an adjoining store room; dish washing rooms at various points to avoid the necessity of transporting dishes back and forth over great distances; a locker and dressing room for women help, and a locker and dressing room for the men help.

Equipment*

The kitchen is equipped with gas ranges, a baker's oven, stock pot, cocoa urn, cook's table, salad sink with drain boards, pot sink with drain boards, and the necessary work tables.

A dish washing machine and a sink with drain boards for taking care of the silver and glass, forms the equipment of the dish washing room.

The serving counters each contain a steam table with meat trays and vegetable pots as required for the type of menu served. There should be a sufficient length of counter for the display of sandwiches and desserts, and the serving of milk, cocoa, etcetera. A tray rail extending along the front of the counter and a pipe railing or wire mesh screen (see illustration of Samuel Tilden High School cafeteria) extending parallel to and about two and one-half feet in front of the counter helps keep pupils in single file while being served.

A brief description of the kinds of equipment found most useful and satisfactory in the New York schools follows:

Stock Pots:

After ten years' experince in using the various types of stock pots or soup boilers, the one made of heavy aluminum, supported by four legs, fitted with base outlet plug and with a protective metal skirt or bank as a protection from the gas

**The names of firms furnishing the equipment described here will be furnished on request.*

The kitchen of the cafeteria in the Textile High School, Manhattan. Note the hooded ovens and other equipment.

flame, is considered preferable. This simple stock pot is easy to clean and if a low flame is used at the commencement of the cooking, and is gradually raised, the contents do not scorch or burn. It may be purchased in sizes of fifteen to forty gal. capacity, and is the cheapest to install.

However, some cafeteria managers prefer the steam jacketed kettle, in one type of which the entire tank is jacketed. This may be bought in varying sizes, from five gal. to one hundred gal. Another type has the tank jacket two-thirds of the way up, still another is electrically heated and is economical to operate but more expensive to install, costing on an average, thirty cents an hour to bring the contents of a forty gal. kettle to the boiling point and about seven and one-half cents an hour to keep the kettle boiling after the initial boiling point is reached. In cafeterias using large quantities of meat, these steam jacketed kettles may be used to advantage for roasting.

These separate stock pots are the most practical where 200 or more portions of soup are needed. In smaller schools, the deep stock pots with loop handles, for preparing soup for 50 to 200 portions, are suggested. These can be used on the range or over a simple gas plate and are less expensive.

Food Mixer:

An electric mixing machine is a valuable edition to any equipment in a school cafeteria and may be purchased on the installment plan, for as little as $15.00 per month. The total cost, of course, varies with the size and extra attachments. The chief advantage of these machines, in addition to that of labor saving, is that a uniform product is achieved. Given accurate weighing or measuring of ingredients, the resulting product is dependable as to amount and quality. A ten quart mixer is guaranteed to mash eight lbs. of potatoes, mix mayonnaise in which four quarts of oil are used; mix five lbs. of cake batter; one lb. of icing, whip two quarts of cream or one pint of egg whites, et cetera. The regular attachments which come with this size include the flat beater, wire whip and the ten quart bowl. A large mixing bowl may be used on this size by purchasing an attachment adapter. Three speeds are available for the mixture, beating, and whipping.

The sizes of mixing machines range from the ten quart to the eighty quart capacity. The latter size will mash sixty lbs. of potatoes; mix fifty-four lbs. of cake batter; thirty-two quarts of mayonnaise: whip sixteen quarts of cream, et cetera. It also can be fitted with an attachment adapter for preparing smaller quanities.

Such attachments as the colander and sieve, food chopper, ice cream freezer, bread crumber, coffee mill, splash cover, oil dropper, ice chipper, juice extracter, etcetera, can be added if thought of sufficient value. For all practical purposes, however, the mixer and beater and two sizes of bowls are enough.

Vegetable Cuber:

One of the most used appliances in the New York City cafeterias is the vegetable cuber. It is operated by hand and slices and cubes vegetables with uniformity and speed. It is especially recommended when larger quantities of soup vegetables are used.

Potato Peeler:

The electric potato peeler is an economical machine and can be had in sizes that will peel from twenty-five to forty-five lbs. of potatoes in one to one and one-half minutes. The machine can also be used for turnips and carrots. It is easy to operate and to keep clean. The peeler is fitted to the drain pipe, but an extra precaution is suggested to prevent clogging of the drain, that is, the peel trap which collects and sifts the sand, dirt and parings thrown out of the peeler.

Bread Slicing Machines and Meat Slicing Machines:

These machines vary so greatly in size and price, both the electric and hand operated, that a detailed discussion will not be given at this time. The simpler ones are recommended. In both, the knife should be carefully and fully guarded and be equipped with a safety lock to prevent the knife from turning when not in use. Another feature to be considered is that all parts of the machine can be easily cleaned with a minimum of risk.

Rubber Mats:

An item that should be included in cafeteria equipment is the corrugated rubber mat for use in front of the stoves, sink and stock pot as it does much to prevent employees from slipping. They are inexpensive and may be obtained in widths from 2 to 4 feet and in any length desired.

In this photograph of the Samuel Tilden High School, Brooklyn, note the wire mesh separating the serving counter.

We Suggest Reading

The Noon Hour and The Noon Lunch by Olive L. Reynolds, in The Grade Teacher, January, 1933. Tells in an excellent fashion how one rural school successfully solved the problem of establishing and carrying on a hot lunch for the students.

Making the School Lunchroom Self-Supporting, by Cora K. Loughridge, Director of School Lunches in Louisville, Kentucky, in The Nations Schools, November, 1932. An equally good article of an entirely different type of school lunchroom, giving the details of organization of a large school lunch department.

Home-Making Education, by Emeline S. Whitcomb, Office of Education, U. S. Department of the Interior, in School Life, November, 1932. A picture of the progress made in home-making education from 1930-32.

Health Education for All, by Annette M. Phelan, in Public Health Nursing, December, 1932. Discusses the place of a health program in the school, bringing out the principle that "the child acquires healthful behavior by living healthfully—not by talking health," and emphasizing the role of the school in the field.

A Study of the Management Of School Lunchrooms

By

Edna B. Mullins

Sarah Scott Junior High School,
Terre Haute, Indiana

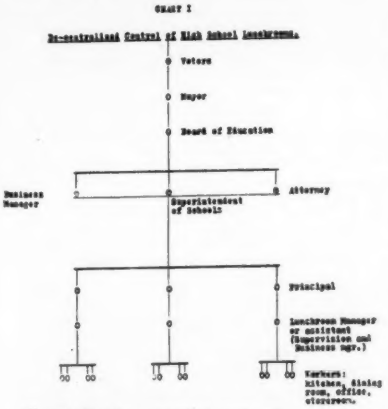
IN surveying the forms of control in the management of school lunchrooms we find that in general there are three: de-centralized control, centralized supervision, and centralized control.

De-centralized control is the management of lunchrooms by the Board of Education under the complete control of the principal, local lunchroom manager or both. The Board furnishes permanent equipment, and employs a competent lunchroom manager at the head of each lunchroom. Each manager has complete control in her respective school. Each one plans menus, buys food, does the bookkeeping, deposits money in local bank in name of school; the surplus goes to the school. She employs and directs all help and the success of the luncheon rests with her. She has all the powers that the central office has in centralized control. These lunchrooms have to be a success financially as they receive no extra funds or support from the Board.

This form of control can easily be illustrated by Chart I.

CHART I

De-centralized Control of High School Lunchrooms.



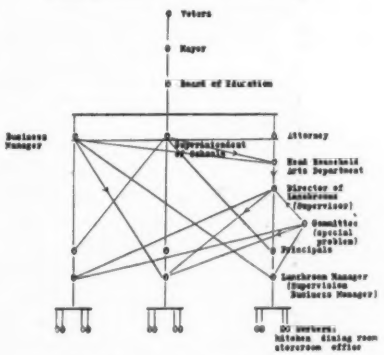
Centralized supervision is the management of the lunchrooms by the oBard of Education under the supervision of the Home Economics Department. The business and financial supervision is under the advice or direction of the Business Manager of the Board, who assists in the business management by providing an employee to audit the lunchroom accounts once each month and to devote all of his time to the lunchroom business. Permanent equipment and the cost of installation and maintenance are charged to the building fund and no rent is charged the lunchrooms.

The combined costs of operation of all the lunchrooms under this system must be met from their combined receipts. The cost of operation should include:

1. Manager's salary for the time devoted to the lunchroom.
2. Central administration expenses including the salaries of the personnel assigned by the business manager, and the salary of the Home Economics personnel assigned to the lunchroom supervision.
3. Maintenance of movable equipment.
4. Janitor service.

CHART II

Centralized Supervision of High School Lunchrooms.



Under this system, the Home Economics Supervisor has, subject to Board authority, the authority to fix rates for compensation of high school lunchroom employees and student help, and the prices to be charged in the lunchrooms. The direct supervision of high school lunchrooms is exercised by a manager assigned by the supervisor of Home Economics. The local managers and principals are the executive heads of their respective lunchrooms and they are held responsible for their conduct in accordance with the general policy of the Board of Education and the directions of the Supervisor of Home Economics and her representatives.

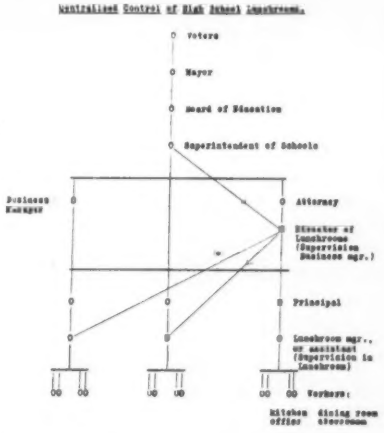
The principals cooperate with the local manager to secure good order and to promote educational features. The lunchroom receipts are deposited in local banks in the name of each high school lunchroom subject to withdrawal by the principal or home economics teacher in charge. All surplus over and above the working capital is turned in at the end of each semester. Whenever practical, cooperative buying of supplies and equipment is practiced. An adequate and efficient accounting system is installed in the Bureau of Home Economics and representative accounts are opened in the general books in the Bureau of Finance. An efficient reporting system provides for regular periodic reports from the lunchrooms compiled by the auditor for the information of the Auditor of the Board, the Business Manager, the Secretary of the Finance Committee and the Finance Committee. In other words, the lunchroom manager at the city offices plans new lunchrooms, buys equipment, and directs the activities of the lunchrooms, but she does not control buying of foodstuffs or the immediate supervision in the lunchroom as planning menus or employing help.

Chart II explains centralized supervision.

Centralized control is the management of lunchrooms by the Board of Education under the complete control of a lunchroom manager or director. All purchasing, employment of help and bookkeeping is done at the central office. A lunchroom manager is in charge at each school. The Supervisor of lunchrooms is responsible for the whole system. The local lunchroom manager deposits the money in local branch banks and this is forwarded to the main office by the banks. Each lunchroom manager has a petty cash account, out of which she may purchase small items. The Supervisor plans the menu; makes monthly reports to the Superintendent of Schools and to the Business Manager.

CHART III

Centralized Control of High School Lunchrooms.



Centralized control is presented by Chart III.

De-centralized control in the management of lunchrooms is like line organization in industrial management. With a small number of large lunchrooms to con-

trol this type of organization is very effective. In large lunchrooms competent managers would be necessary even though an efficient Director were appointed, and this would mean added overhead expense unless the number of lunchrooms was large enough to demand closer supervision. But, for example, with only three lunchrooms to control, line organization places the responsibility on each manager and with the large number of students to be fed the lunchroom manager must be efficient.

Centralized control is both line and functional organization with high functional efficiency. If the lunchrooms are small, one director can easily manage the entire system at small overhead expense. In a city having many lunchrooms, functional organization can be used effectively, too. Under this type of control, standardization in many phases of lunchroom work is the result. Purchasing food in large quantities saves money. Accounting and the handling of records can be taken care of much more economically, and the whole matter of food preparation and service can be unified and standardized.

Central supervision is highly functional and is verging into the committee type of organization. The lunchroom managers may work in groups upon specific problems. Their findings are reported to the Director, then the central office compiles the results of the findings and makes recommendations to the various lunchroom managers. At monthly meetings discussions on vital subjects such as: blanks and forms, plans for new lunchrooms, contracts for purchasing food, and food analysis, are found profitable.

With this type of control, the lunchroom manager feels her responsibility quite keenly. Her reports must be accurate; she must be a wide awake, efficient manager to keep pace with the large number of successful managers in the city. All new methods are shared with the many managers and central supervision is in the form of helpful suggestions and aid from the central office. The method facilitates interchange of ideas among cafeteria managers.

A permanent system of management is being developed gradually. The situation is complex, therefore it is necessary for all officials concerned to be patient, to try the best methods suggested, to reject and accept, then finally adopt definite methods of procedure, a specific form of organization that will become permanent, not dependent upon the skill or training of any one individual and not affected by frailties. Facts must be known and interrupted in order that improvements be made and standards developed. Efficient management is dependent upon a thorough investigation and a well-defined system.

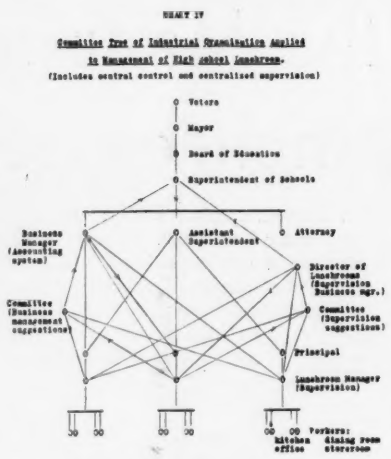


Chart IV illustrates the committee type of lunchroom management.

During the past two years the school lunchrooms at Terre Haute, Indiana, have adopted the committee type of organization and this form of control has proven satisfactory. Responsibility can be traced; operations are well defined and directed; cooperation exists between departments; the worker has a personal interest in his work and he feels responsible for results obtained because he is given a voice in the management. Industry has learned that the human element must be considered as much as efficiency in production, and in enterprises such as school cafeterias, which are far more educational than commercial, we should be leaders in the movement.

The School Cafeteria Helps To Solve the Depression Problem

By

Nelle W. Massey

Manager of Central High School Cafeteria

Erma B. Christy

Supervisor of Home Economics, Muncie, Indiana

THIS year Central High School Cafeteria is offering special inducements to children, who due to the present financial conditions do not have as much money to spend as they have had previously. A special ten cent plate lunch is being served. The plate lunches are carefully planned so as to provide a balanced meal. A large number of children are taking advantage of this opportunity to secure a good lunch at a very low cost.

The following are samples of the type of menus used for the plates.

I

Chili con carne
Sandwich
Fresh vegetable salad
Apple sauce
Cookie

II

Potatoes — Buttered cabbage
Celery, bread & butter (1 slice)
Milk — Stewed peaches

III

Baked hash
Green beans
Whole wheat bread & butter
Fruit juice
Custard

Pupils who must bring a lunch from home are encouraged to supplement this with a warm dish. Many pupils will bring sandwiches and supplement these with a bowl of soup or other hot dish.

For many years the Central High School Cafeteria's manager has planned her menus and served the food with the idea of giving the pupils the greatest results in health and physical development. There is a very close relation between the manager and other home economics and health teachers in the school. Health education for the past ten years has been an important function of this cafeteria.

The following is a typical regular menu which is served besides the special 10 cent lunch referred to above.

Cream of tomato soup and crackers	5
Sandwiches	5
Sausage and pineapple ring	5
Creamed chicken or chicken pie	10
Swiss steak	8
Potatoes	5
Buttered carrots	5
Mashed turnips	5
Cauliflower	5
Green beans	5
Harvard beets	5
Jellied vegetable salad	5
Fruit salad	5
Salmon salad	5
Pineapple and cheese salad	5
Head lettuce—Roquefort dressing	5
Ice cream	5
Fruit or filled pie	5
Cake	5
Date pudding	5
Chocolate custard	5
Mixed fruit	5
Orange charlotte	5
Boston cream pie	5
Plain or chocolate milk	3
Cocoa	5
Fruit juice	5
Buttermilk	5
Plain rye, whole wheat or raisin bread (1 slice)	1
Butter	1

Coffee and tea are served only to teachers.

(*Continued on page 55*)

. . . *yet only 1¼¢ worth of* ROYAL

HERE'S a practical way to give new interest to a class lesson on gingerbread . . .

List for your pupils the cost of the materials needed to make a big pan of gingerbread. Show what they would have to pay for sugar, shortening, eggs, flour, spices and molasses.

Then have them note what a small amount of baking powder is needed —only 2½ teaspoons.

The cost of the Royal Baking Powder comes to only 1¼¢. Only about 1/25th of the total cost of ingredients.

Little enough, isn't it? And that 1¼¢ pays for more than the baking powder itself . . . it guarantees the delicious flavor, the finer texture and perfect *wholesomeness* that Royal always gives to baked foods.

For Royal, you know, is made with Cream of Tartar—a pure fruit product from ripe grapes, and the finest baking powder ingredient. No wonder Royal has been the standard of quality for over 60 years.

• • •

INSIST ON ROYAL for your class and demonstration work. And make sure your pupils understand that for fine home baking it always pays to use the best—Royal Baking Powder.

Copyright, 1933, by
Standard Brands Incorporated

FREE—*New edition of the famous* ROYAL COOK BOOK

It contains many delicious new recipes prepared especially for use with Royal. Send the coupon today.

ROYAL BAKING POWDER • PRODUCT OF STANDARD BRANDS INCORPORATED
Dept. 161, 691 Washington Street • New York City • New York
Please send me free_____copies of the Royal Cook Book for class use

*Name*_____

*Address*_____

*City and State*_____

*Name of School*_____

Food for Thought

The Need for Publicity

Today we are hearing on all sides that home economics is at the cross roads.—It must prove its value or it must go into the discard on the wave of economy and so-called reform that is sweeping through the country. That it is a necessary part of our educational system is the strong belief of one group; that it is a "frill and a fad" is the opinion of another. What does the term "home economics" stand for in your community? What, if anything, does it mean to the parents of the girls and boys in your classes; or to the members of your school board? How much do they know or understand of your aims, or the aims and objectives of progressive home economics programs? And whose fault is it?

It seems to us that what home economics needs more than almost anything else at this time is a program of well directed and forceful publicity. There are local home economics' associations in practically all states—does each one have a good publicity chairman who can see to it that constructive news about the activities of the state association as a whole are brought to the attenion of the people of the state? Does each sectional group have a planned publicity program aimed to educate the "average person" or the "man on the street," to say nothing of the members of the school boards, of the worthwhile work that home economics departments are doing? To be sure members of the association learn of the activities of various groups, individuals and schools through their professional publications, but how much gets over to your local townspeople? The people who are, after all, the biggest force in directing school boards.

Reports are always reaching us of the really wonderful work some places are doing to help communities solve the distressing problems of living due to present economic stress. But these are not well enough known. Home economists must develop a fighting spirit and make a united stand to hold the ground that they have gained during the progress of the whole home economics movement. Join your state and local association, for a united force can help swing public opinion in an effective manner, and the power of a strong professional organization is one to be reckoned with in making state appropriations and laws.

Each individual teacher should be on her toes to make her work one planned to meet the needs of her particular community. You have all heard this before, but repetition will do no harm. Those who read this know that home economics has long ceased to be a subject dealing only with cooking and sewing, but there are many people who have voting power who do not realize it. Only today, in a discussion of the need for constructive publicity for home economics, a teacher of sewing in a large city school remarked that one of the school administrators had in her presence remarked that he "did not see the need for teaching sewing when anyone could buy a good dress ready made for three or four dollars." Many school districts, and some cities, are dropping the home economics' program entirely or are cutting down by leaving it out of the curriculum in grade schools, and giving a much curtailed program in junior and senior high schools.

Other communities have developed strong programs and home economics is firmly entrenched. The whole hearted way in which many home economics' departments are taking hold of community problems dealing with reduced budgets and economy programs proves that they are a real force in those communities. Generally speaking we believe you will find that the teachers in those communities are ones who have long since realized the value of cooperation with the parents, with community organizations and with the school as a whole.

Newspaper publicity can be a valuable aid to the school system, and most newspapers are willing to cooperate if approached in the right manner. News articles should be simply written, have some strong point of interest, and be submitted with a regard to the news value.

Home Projects Strengthen Home Economics

Home economics' departments in Michigan are promoting their biggest opportunity for education in "worthy home membership" by conducting home projects. Home projects are proving the most effective device for developing desirable practices and standards within the home and are particularly valuable in these days when the composite courses offered in home economics allow very limited time in school for the establishment of appreciable gains in skills. The home is the best laboratory in which the girl can practice to attain both manipulative and managerial skills.

A summary of the home project work during the school year 1931-32 shows that 1,772 girls in 65 high schools completed 2,624 projects. The wide range of projects indicated in the simplified grouping below shows some of the aspects featured in each field:

Foods: Meals, marketing, food preservation, school lunches.

Clothing: Construction for self and others, wardrobe studies, make-overs.

Child Care: Training, care, play, parties.

House Arr. and Dec.: Room arrangement, decorating, furniture selection, curtains, painting, making furniture.

Home Mgt.: House or room cleaning, bedroom care, closet and cupboard care and arrangement, task budgeting, family finances, full physical care of house, laundering.

Grounds: Vegetable and flower gardening, care of lawns and shrubs.

Crafts: Small articles for home and personal use, gifts, greeting cards.

Personal: Health, grooming, character building, finances.

Home Nursing: Care of sick and sickroom, first aid kits, medicine chests, invalid trays.

Social Relationships: Family leisure activities, family parties, community functions, building certain family character traits.

The growth in three years from 17 towns to 50 towns undertaking the month of supervised home projects during the summer has been commended by the Federal Board for Vocational Education. The summary of the summer work is not completed but over 2,700 projects were undertaken in the 50 departments where 1,825 girls were enrolled.

The comments of mothers and the reactions reported by superintendents indicate that the influence of this work is much more far reaching in many cases than the home project itself would suggest. Attitudes and family relations have been markedly improved according to observations and comments made. Home visiting is helping teachers tremendously in vitalizing classroom work.

So avail yourselves of this opportunity to "sell" home economics in your community. In setting up objectives for some piece of work jointly with your pupils (on the blackboard) let them decide which can be achieved in your class work, which can be best accomplished at home and which can be furthered by continued effort in the home. The last two groups serve as a splendid basis for motivating home projects. A discussion of home tasks for which the girls are responsible and the ways in which they may be improved make another approach.

With resourcefulness, tact and adequate planning, home economics teachers can do much to strengthen the position of home economics by promoting home projects, thus also contributing more effectively to our major goal in training for worthy home membership.

—Ruth Freegard,
State Supervisor,
Home Economics Education
Michigan

UP FROM THE COTTON-FIELD

HERE is the life history of a towel, for classroom use — throwing light on its miraculous rise from a mere cottonseed to a famous Cannon drier. The display-piece shown is profusely illustrated with intimate scenes of towel-development, and the booklet gives a detailed account and glossary of terms.

This display provides twenty square feet of visual information, twelve photographs and a dozen samples of cotton in its various stages of evolution into a towel — and costs only twenty-five cents. Another true Cannon value!

The booklet can be had in lots of twenty-five at the same low figure. A bookful of information, at only one cent a copy! Write for your requirements to the makers of Cannon towels. . . . Cannon Mills, Inc., 70 Worth Street, New York City.

Cannon towels are manufactured in accordance with Simplified Practice Recommendations No. 119-31 U. S. Dept. of Commerce Bureau of Standards.

CANNON MILLS, Inc., 70 Worth Street, New York City

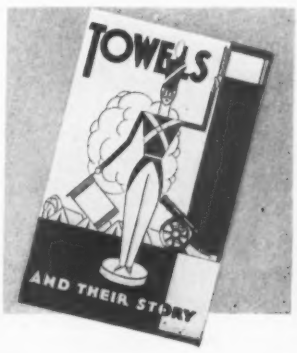
Please send me:

25 Booklets—"Towels and Their Story".....25 cents **One towel 10-piece display-piece.....25 cents**

(Additional quantities at same rate if desired)

*Amount enclosed*_____ *Address*_____

*Name*_____ *City and State*_____



Cannon Towels...

The Care and Use Of the Sewing Machine

By

Annie Kemp

Assistant Professor of Textiles and Clothing
Alabama College

Note—The following article is a good example of the type of material that is useful and appropriate for radio extension programs in home economics. Miss Kemp has used it with good results in a series given by the School of Home Economics at Alabama College.

THE history of the development of the sewing machine makes very interesting reading. It is hard to say to whom credit is due for the first invention since several different men produced a machine about the same time. However, Howe and Wilson were among the first, although neither knew of the other's attempt. Howe's machine had a long boat shaped shuttle, and Wilson's a round one in a vertical position. In each case two threads were used. Later a Virginia farmer named Gibbs put out a chain stitch machine that used only one thread.

About 1850 a German American named Isaac Singer placed on the market a machine combining his own ideas as well as some he had got from others. Improvements have been made on his machine until we have our perfected electrically run model of today.

There are two types of machines on the market at present—the standard and stenciled. The standard has the manufacturer's name stamped upon it, and the company stands back of all sales. Broken or worn parts can be easily replaced. The stenciled machine carries no name as a guarantee and new parts are hard to obtain. For this reason, the stenciled machine sells much cheaper than does the standard.

While the location and shape of the different parts of a machine vary, the fundamental principles are the same. All have a tension to regulate the resistance of the thread, and a stitch regulator whereby the stitch may be lengthened or shortened to suit heavy or thin material. There are other similar parts unnecessary to enumerate.

A sewing machine, like any other piece of mechanical mechanism, will give satisfaction only in proportion to the care that it receives. A treadle machine becomes heavy to treadle when it needs cleaning and oiling, but an electric machine is unable to notify us in that way. For ordinary use, it is safe to say that a machine will need oiling every week or two, and once a month it should be taken apart and thoroughly cleaned. If a machine is used every day, the cleaning must be more frequent. Never leave a machine exposed to dust, especially when sweeping a room. It is a great saving of time to have cleaning tools such as cheese cloth, a small brush, and stilleto handy. If a machine has been left unused for some time, apply kerosene to all parts and allow it to remain overnight. This will dissolve the accumulated gum. The next day run it and wipe off the dissolved gum. Repeat the running until all gum is removed. Be careful to leave no oil on the parts, as that will rust the machine. For a thorough cleaning, remove thread, needle, presser foot, slide, and shuttle. The thread plate is directly under the presser foot. Remove the two screws that hold it in position and lift it out of the way. You will find much accumulated dust and lint. Wrap some cheese cloth around the stilletto and clean thoroughly. No specific directions can be given as to oiling except to always use the best grade of oil. The openings for the oil are not placed the same on all machines. Locate each one, and be sure that wherever there is friction, there should be oil. Only one drop is necessary in each opening, and even then there will be an excess. Avoid putting any oil around the needle. Run the machine and carefully remove any surplus oil, replace all the parts, thread the machine and stitch several inches to make sure that the needle is not oily.

Now the machine is ready for use. After threading, hold the end of the thread in the left hand, and with the right turn the small wheel slowly. The needle will go down and bring up the under thread; place both threads toward the back and the machine is ready for sewing. This arrangement prevents the annoyance of having the thread wrap around the needle. Now raise the presser foot and insert the material far enough for the needle to catch it the first time it goes down. Have the bulk of the material to the left of the presser foot. Sew evenly, and do not assist the feed by pulling the material as in so doing you will either break the needle or cause irregular stitches. In turning a corner, raise the presser foot and turn the material with the needle still in the cloth. To stop, place the right hand on the balance wheel, turn slowly until needle is at the highest point. Then raise the presser foot and remove the work to the left, clipping the thread on the thread cutter on the back of the needle bar. On some machines, raising the presser foot automatically releases the thread from the tension. On others there is a thread left attached to the tension, and this must be pressed down to release the thread.

Before beginning to sew, try out the stitch and tension, using a double piece of the material that is to be sewed. A thick material requires a longer stitch than a sheer one. The upper stitch should look rounded, and the under one should not show from the top. If the upper thread lies straight, loosen the tension by turning tension screw to the left. If there are loops underneath, tighten the tension by turning the screw to the right. The bottom tension seldom needs adjusting, but if it does, it is tightened or loosened by turning the screw to right or left.

There are some general rules that it is well to remember. If the machine is not sewing properly, check the following:

1. Is it threaded properly?—in regular sequence
2. Is the needle put in right?—flat side toward right
3. Is the needle too fine or too large for the thread?
4. Is the needle blunt?

Ascertain about these before changing the tension. The general tendency is to think the tension is responsible for all errors, whereas the above points are responsible in the order of their numbering.

When skipped stitches occur the trouble lies with one of these:

1. Not the right needle for that type of machine
2. Needle and thread not suited to each other
3. Needle not far enough in needle bar
4. Bobbin wound too full.

The only way to get pleasure and benefit from a machine is to know it well, treat it well, and be so familiar with its attachments that they can be used well.

The modern electric machine is a delight. One may sit in a natural position, and with a slight pressure, keep the machine running. A soft light is thrown directly on the work and the

eyes are shielded. Many of us still have the treadle machine, in fact some prefer it, claiming better control over the sewing. No matter which is used, if well kept, they are one of our most valuable labor saving devices. Learn to use the various attachments for they are wonderful time savers.

With the helpful charts sent out with every pattern, there is no reason why the most inexperienced woman cannot soon learn to make attractive house dresses at least. Material for a house dress does not cost much, and if one can use a sewing machine and the attachments, it does not take long to make a dress; the result should be better material, better workmanship, and a more individual design for the same price that one pays for a ready-to-wear. Especially is this true of children's clothes. A clever mother can use materials left from other dresses either in combination or as trimming and make most attractive, economical dresses for a song.

European Study Course

The Home Economics department of the University of Washington is offering a European Study Course in Historic Textiles under the leadership of Grace G. Denny, Assistant Professor in the Department of Home Economics, during the summer of 1933. Credits towards a masters degree may be earned.

The Cafeteria and the Depression

(*Continued from page 50*)

This menu is evidence that all food principles are represented in a large variety of food, thus giving the pupil an opportunity to select a well balanced meal. However much attention is given the pupils in health classes and by the manager to see that they select such foods as green vegetables, fresh fruits and milks.

The school cafeterias in Muncie are under the direction of the home economics department. Each cafeteria is operated by a manager who is a trained dietitian. She purchases all food for the cafeteria, employs her help, plans her menus, and supervises the preparation and serving of the food. She also teaches one or two classes in the home economics department, which helps to make the educational features of her program effective.

Women are employed for much of the work. However, some high school pupils are employed during the lunch period, receiving lunches as payment.

Several civic organizations and individuals in Muncie have become so much interested in the cafeteria manager's effort to give the boy and girl the best quality of food for their needs at the lowest cost that they have donated funds to provide ten cent lunches for needy pupils. The social service bureau also provides money for pupils on their needy list.

Sewing Classes Enjoy

THIS NEW CRAFT

Colorful rugs and robes grow like magic while you watch. You can use transfer patterns or create your own designs.

Easy to **TEACH** • Easy to **LEARN**

on **any** Sewing Machine

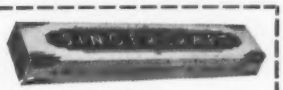
SEWING TEACHERS are finding Singercraft an ideal means of putting new interest into their sewing program. For this fascinating new craft enables the girls to make beautiful, useful articles for personal wear, for their homes and for gifts—at little or no cost for materials. Tell your students to bring to school old sweaters and mittens, old stockings and worn-out dresses. Anything that can be unravelled for yarn, or cut into rag strips, can be made into lovely deep-pile rugs, robes, scarfs, bags, cushions.

Only one simple appliance is needed—the Singercraft Guide. On this Guide, you simply wind yarn or rag strips, then stitch in rows to a fabric backing. That's all there is to Singercraft. Any girl can learn in one simple lesson and do the work on any sewing machine. It's as easy as straight stitching.

How to Get Started

Send the coupon below for *free* demonstration of Singercraft in your classroom. Or, send only 35 cents (our special price to Schools and Sewing Teachers only) for a Complete Singercraft Set. It includes Singercraft Guide, hot iron transfer patterns suitable for beginners and step-by-step directions with many illustrations in color of useful things to make. Mail coupon today. Now!

SINGER SEWING MACHINE CO., Inc.
Educational Dept., Room 1312
Singer Building,
New York, N. Y.



☐ Please arrange for a demonstration of Singercraft for my sewing class. ☐ Please send me the Complete Singercraft Set. I enclose 35 cents (money order or stamps.)

*Name*_____ *School*_____

*Street*_____

*City*_____ *State*_____

Copyright U. S. A. 1933, by The Singer Manufacturing Co. All Rights Reserved for All Countries.

NO TIPPING *in* 1933

GONE are the days when the extract bottle tipped over at the slightest excuse! For now Burnett's Pure Extracts come to you in a new, sturdy bottle that *will not tip over easily*. Made of amber glass, too, for dark glass protects against damaging light rays. Get acquainted with this new package and tell your classes about it. Your grocer can supply Burnett's Pure Extracts in the improved package.

We're still receiving many requests for "Doubly Delicious Desserts." This valuable Burnett recipe book ordinarily sells for ten cents. Your copy will be sent *free*, however, if you write us on your school letterhead.

JOSEPH BURNETT COMPANY
437 D Street, Boston, Mass.

Meetings

February 25-27 Department of Supervisors and Teachers of the N.E.A. at Minneapolis, Minnesota.

June 26-30 American Home Economics Association, annual meeting, Milwaukee.

July 1-7 National Education Association, Hotel Stevens, Chicago, Illinois. Department of Supervisors and Teachers of Home Economics will also meet then.

The International Housing and Town Planning Congress will meet in Boston sometime during the spring of 1933. Further information may be secured from John Nolan, Cambridge, Mass., who is president of the federation.

Children's Clothing

(*Continued from page 40*)

ber's chair. Furthermore, the salesclerk is trained to sell the child as well as the mother. She knows that the style and color must suit the demands of the young customer although the mother may decide as to the quality and price.

What then, can the clothing teacher do about it? Most assuredly she cannot stem the tide and hope to change it, but by being very style conscious herself and combining style information with good taste in her lessons on line and color, she may influence the child to see that her proportions are not the same as her mother's and that it is necessary to simplify designs to make them becoming to her. It seems to me that if the teacher expects to have any influence with the modern child she must herself be becomingly and fashionably dressed and must know fashion trends as well as good design.

In contrast to this fashion trend in children's garments is the interest in making garments for the preschool child which will be simple enough so that the child can learn to dress herself. This would seem to be a perfectly logical trend developed through the nursery schools and classes in children's clothing, but as a matter of fact we hear very little about it. A few manufacturers have put out garments which emphasize this feature but the retailers state that there is no request from consumers for garments of this type. The pattern companies state that they issue the patterns designed for this purpose by the Bureau of Home Economics, but that at no time have they been among the ten best sellers of the month and that they are carried only for the convenience of a few of their patrons.

It would seem to me that we might ask ourselves two questions in regard to the situation. Is this a worthwhile feature in clothing for the preschool child? Anyone who has observed children in the nursery school and who has studied the bulletins issued by the Textile and Clothing Division of the Bureau of Economics will answer in the affirmative. Then why is it so slow in developing?

This question cannot be answered simply, since there are several reasons. First, so little work has been done in studying children's clothing in a scientific way that few authoritative statements can be made about the requirements for garments for the child from two to six. We are still in the stage of expressing our personal opinion which may or may not be based on direct observation of children and most assuredly has not been developed from direct experimentation. There is a real need for further scientific research on children's clothing. So far, except for the work by the Bureau of Home Economics, only a very little work has been done—at Iowa State College, Ames, and the Merrill-Palmer School in Detroit.

Furthermore, clothing people have not been enough interested to teach the subject forcefully enough so that it is registered with the retailer through consumer demand. You may think that the retailer does not wish to cooperate, that he does not pay attention to new demands. On the contrary he is eager to satisfy consumer demand if the demand is strong enough so that he will not lose his investment in stock bought to satisfy this demand. This was shown when the retailer responded to the demand for new types of toys for children under four years of age in answer to the research of psychologists in the nursery schools. In fact, one large department store in New York, when they could not find the new types of toys in the market, designed them for the manufacturer and then educated the public into buying the toys through their advertising and salesforce. The same can be done for self-help garments for children.*

It would seem, then, that there is a vast field of work for the textile and clothing person interested in children's clothing. It is a field of research, it is a field for education. It is not enough to teach children's clothing from the text books; the teacher must become an observer of children, watching their reactions to their clothing while they dress and undress, and while they play. She must observe the effect of line and color upon different sizes and types of children so that she knows from first hand experience what are the needs of the preschool and school child and what styles are becoming. She must also be familiar with the life of modern children to see what influences are molding their tastes and interests so that she will understand the clothing problems and conflicts which confront them. In other words, teaching children's clothing is a live, ever changing subject full of zest.

* A large department store in Newark, N. J., and one in New York are now featuring children's garments made on designs originated in the Bureau of Home Economics.

The Cooking Engineer

(*Continued from page 44*)

soms outside. Get some, Fat. *(Places chair behind table)*

FAT: All right, Captain. *(Exits right)*

BILL: Flowers! Holy smoke! What do you suppose a seasoned engineer like my uncle cares for flowers? And an old batch at that. He'll think you're a bunch of sissies.

(Fat reenters with flowers)

JIM: *(angrily, to Bill)* Say, what did you come up here with us for, anyhow? Did you just want some one to cook for you while you waited for your uncle to give you a job?

(Mr. McAndrews raps at door)

BILL: Hello, Uncle John. *(flustered)* Oh, er—Jim, you've met my uncle.

JIM: *(shakes hands)* Mighty glad to see you again, Mr. McAndrews. *(He turns left and presents Fat Johnson, Bob Kirby, and Salt Rogers to McAndrews. All shake hands. McAndrews doesn't get the last name and Salt repeats)*

SALT: "Rogers, sir—'Salt' Rogers."

(Salt and Kirby place potatoes and meat at left end of table where Jim is to sit.)

JIM: Will you sit here, Mr. McAndrews?

MCA.: On your right? Are you the head of the house, young man?

FAT: *(sits at McAndrews's right)* You bet he is.

KIRBY: *(helping Salt pass plates as Jim carves)* We elected him host. He's the oldest—except Bill.

BILL: *(right end of table)* I can't cook, so they think I don't count.

SALT: Do you think we're a queer lot, Mr. McAndrews, because we studied cooking?

MR. MCA.: Scarcely. Who would be foolish enough to think that? This dinner would be a credit to a chef.

KIRBY: *(with coffee pot)* Coffee now or later, Mr. McAndrews?

MCA.: Both, thank you. *(pause)* Where did you boys study cooking?

JIM: At West High School.

FAT: We had the only boy's cooking class in the city.

MCA.: How did you happen to take the course? Are any of you planning to be chefs?

ALL: No.

JIM: I'm going to be an engineer. I thought an engineer might find a knowledge of cooking pretty handy.

MCA.: You're right, my boy. Many's the time I've wished for a decent meal in some out of the way place. I can fry bacon and eggs and make coffee, but a meal like this is beyond my powers. Do you all cook—except Bill?

ALL: Yes, sir.

MCA.: What are your specialties?

SALT: Biscuits, sir. *(He is passing them)*

KIRBY: *(bows)* Salad, sir. *(Sits)*

FAT: Vegetables. Jim is chief cook. He's had two semesters.

BILL: I told you you'd have a good meal, uncle.

MCA.: It's the best I've had since I came up here. You boys were going to tell me why you took up cooking.

KIRBY: Always wanted to. We boys go camping a lot.

SALT: My mother's an invalid, Mr. McAndrews. When her sister isn't with her, I do most of the cooking at home. It's much easier to do when you really know how. *(Sits)*

MCA: Any job is. *(Looks at Fat)*

FAT: I took the course because I like to eat. *(Boys laugh)* Well, I know I look it, but I've lost ten pounds since I started the course and I've had plenty to eat too. It's just a matter of balanced diet and—

BILL: Oh, forget it, Fat.

MCA: I'm interested, nephew. I like to see young men working to make themselves useful members of society.

KIRBY: Mrs. Potter has taught us a lot about selecting clothing and about etiquette—things a fellow hates to ask because he thinks everyone else knows.

SALT: And about invalid cookery.

JIM: And account books. *(All groan)* They seem a nuisance at first, but they're a good thing. I never used to

(*Concluded on page 58*)

A famous Sea-Food Restaurant *makes its "de luxe"*

Oyster Stew *this way..*

CARNATION OYSTER STEW

2 cups Carnation Milk
2 cups water 1 slice onion
2 stalks celery 2 sprigs parsley
Bit of bay leaf
4 tablespoons finely ground cracker crumbs
1 pint oysters
3 tablespoons butter
1 teaspoon salt Dash of paprika

Scald the milk and water with the onion, celery, parsley and bay leaf for 15 minutes. Remove celery, onion and bay leaf and add the cracker crumbs. Heat the cleaned oysters in their own liquid until the edges curl. When ready to serve, add oysters and liquid to milk mixture and season with butter, salt, and paprika. Yield 6 servings.

You can see why it's so good. Richness, "body," flavor—without the heaviness that results from "half and half." Carnation is modern milk—economical, pure, dependable. Send for the free Carnation Book of recipes. Ask, too, for the Carnation Baby-Feeding Book, telling why the greatest authorities recommend Carnation as an ideal milk for bottle-fed babies. Address Carnation Company, 827 Milwaukee Gas Light Bldg., Milwaukee, Wisconsin; 928 Stuart Bldg., Seattle, Washington; or Aylmer, Ontario.

"From Contented Cows"

Carnation Milk

WORLD'S LARGEST-SELLING BRAND OF EVAPORATED MILK

know where my money went. Now I know and it doesn't go so fast—what little I have.

FAT: They're a great thing to show to your father. My dad's promised me the use of the car for a month this summer if I come out ahead with my allowance. *(He rises and removes McAndrew's plate)*

(During the following conversation, FAT, KIRBY *and* SALT *clear table and put on pudding, already dished.* KIRBY *may pour coffee again.)*

MCA.: Every concern has to keep books. An individual can't start too early.

BILL: An engineer doesn't have to keep books, does he uncle? You have a bookkeeper, haven't you?

MCA: Yes, but he doesn't check my private expenditures.

SALT: Believe me, my wife won't be able to put anything over on me. Mrs. Potter has given us the inside dope on how much it costs to feed and clothe a family. *(Sits)*

MCA.: *(laughs)* Maybe it's not being sure of that that kept me from getting married. *(pause)* Those cherry blossoms smell as good as the pudding tastes. I had a girl once who was fond of—

BILL: *(interrupting)* How's business, uncle?

MCA.: Fair. The job I'm on will probably last until September. *(to Jim)* Have you studied engineering?

JIM: No—not yet. But I worked with a road crew last summer.

MCA.: Are you going to the U next fall?

JIMS If I can earn enough money this vacation to cover half my expenses for the school year.

KIRBY: More coffee, sir?

MCA.: No, thank you. I've enjoyed my lunch immensely. Thank you, boys. *(He rises and others rise.* FAT, KIRBY, *and* SALT *carry one load of dishes each to cupboard or sink)*

BILL: Are you going to have a job for me this summer, uncle?

MCA.: I'm afraid not, Bill.

BILL: Why, uncle, you said if there was a vacancy—

MCA.: *(dropping hand on Bill's shoulder)* I know I did, nephew, and I'm sorry not to give you one; but there are many experienced engineers out of work, and we are ordered to give preference to men with families. If you could cook, I might give you a job.

BILL: *(disgustedly)* Cook! *(He turns away right)*

JIM: *(approaching McA. eagerly, left)* Do you really need a cook?

MCA.: *(smiling)* We'd like to get a good one. Our present cook is poisoning us all. Do you want the job?

JIM: I surely do, but I couldn't come to you until June. We're just up here for the week end, you know. I wanted to see this engineering project, so I got the boys to come up here to camp.

MCA: You could learn something about engineering if you cooked for us this summer; it would give you a good start at the U. I tell you what I'll do Jim. I'll keep our present cook until June. Then I'll give you the job.

JIM: *(shakes hands)* Thank you, Mr. McAndrews. I'm certainly grateful to you —to you and Mrs. Potter.

OTHER BOYS: Three cheers for the cooking-engineer!

A New Course of Study

The Teaching of Homemaking, is a bulletin put out by the State Department of Education of Texas (Austin) which gives the new courses of study in Home Economics now in use by that state.

The bulletin is divided into three parts, 1—Home Economics A; below the eighth grade and above; 3. Home Economics for Boys.

Units are given for each course, and a number of suggestions outlined for teachers on the specific objections, the methods to use which may best be adapted to the pupil needs, home projects, etc. The problems given are drawn from life situations familiar to the students and the whole work gives evidence of careful thought and consideration to the "changing world in which we live."

Dix-Make
UNIFORMS
for 1933
For 1933, Dix presents many new and "different" styles in uniforms. Among them is the colorful, distinctive model shown—really unusual and smart for home economic use.
Send for 1933 catalog illustrating new Dix Models in white, and colors.
Dix Model
931
A smart Vat Dye Pin Check Percale Uniform. Colorful, crisp, "different." In blue, green and honeydew.
Sizes 14-44
$1.95
HENRY A. DIX & SONS CORPORATION
141 MADISON AVENUE NEW YORK

E. PRITCHARD

Packer and Manufacturer of the Finest

"EDDYS"

BRAND

Canned Food, Jellies, Preserves,
Plum Pudding, Sauces,
Table Delicacies

and

PRIDE OF THE FARM
TOMATO CATSUP

331 Spring Street, New York City

Bridgeton New Jersey

SEND YOUR ENROLLMENT

APPROVED HOME MAKER H·M STANDARD PRODUCTS TRADE MARK EDUCATIONAL HOME MAKERS SERVICE

IN AT ONCE

Every Home Economics Educator on our "live list" has received an enrollment blank for the season 1932-33. If you have neglected to send yours in by now, attend to it at once so as to be sure to receive the first

ILLUSTRATIVE MATERIAL

that will be sent out in September, without cost, consisting of Educational Samples, Charts and instructive literature, regarding high grade, usable products as well as our monthly publication the

HOME MAKERS BULLETIN

which we publish to assist Home Economics Educators.

If you have failed to receive an enrollment blank, or have mislaid the one we sent you, write us and we will send one at once.

HOME MAKERS EDUCATIONAL SERVICE
FREEPORT **NEW YORK**

FOR THE HIGH SCHOOL GRADUATE

Isn't this frock just about perfect? So young, so flattering and so smart. The girls will love it especially for its puffed sleeves and tiered side peplums.

It is easy to make too, and may be developed in any number of the new cottons, or, if you wish, silk crepe may be used. There are many other charming styles to be found for juniors and misses in

PICTORIAL REVIEW PRINTED PATTERNS

No. 6420
50¢

Sold at Department Stores Everywhere

. . . It almost doubles the nourishment of milk

and is rich in Sunshine Vitamin D

YOU know better than anyone how much more readily children buy soda water instead of milk. Probably that is why a check-up among 50,000 school children showed that almost 50% were not receiving sufficient nourishment.

But here at last is a way to make milk so delicious that children will actually prefer it to anything else! It's just the thing for school cafeterias and lunch rooms! Cocomalt—the scientific food concentrate which, mixed with milk, makes a chocolate flavor treat that children adore.

Introduce Cocomalt in your school lunch room. See how quickly the children recognize its deliciousness. See how they come back for seconds. And best of all, see how they thrive on it—how strong and sturdy they become!

When made as directed, Cocomalt adds 70% more food-energy nourishment to milk. It supplies extra carbohydrates, proteins, food-calcium, food-phosphorus. It is rich in Sunshine Vitamin D which helps to turn the mineral nutrients into strong bones and sound teeth, sturdy bodies.

Cocomalt is a delicious scientific food concentrate that children love. Comes in powder form easy to mix with milk HOT or COLD. High in food value—low in cost. In ½-lb., 1-lb. and 5-lb. size cans suitable for lunch room use. We will gladly send you a trial-size can of Cocomalt. Simply mail the coupon with 10¢ (to cover cost of packing and mailing). We will also send you a free Cocomalt recipe book for use in your domestic science classes.

ACCEPTED AMERICAN MEDICAL ASSOCIATION Committee on Foods

Cocomalt is accepted by the Committee on Foods of the American Medical Association and licensed by the Wisconsin Alumni Research Foundation.

Cocomalt

R. B. DAVIS CO., Dept. AB-2, Hoboken, N. J.
Please send me a trial-size can of Cocomalt, also your free Cocomalt recipe book. I am enclosing 10c to cover the cost of packing and mailing.

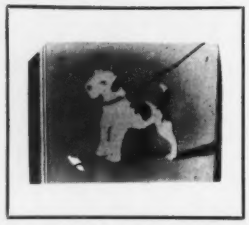
*Name*_____

*Address*_____

*City*_____ *State*_____

Cocomalt is a scientific food concentrate of sucrose, skim milk, selected cocoa, barley malt extract, flavoring and added Sunshine Vitamin D.

USEFUL AND ARTISTIC CREATIONS



Made with Art-Felt-Craft—All Wool Colored Felt

Splendid for applique pictures and decorations on Sport Coats, Hats, Sweaters, Bags, Pillows, Table Covers and Doilies. Splendid for letters, numbers, monograms, emblems, pennants and insignias.

Write for information

WESTERN FELT WORKS
4029-4133 Ogden Avenue
Chicago Illinois

COFFEE

Free Educational Material

For Home Economics Teachers:

☐ STORY OF COFFEE. Illustrated bulletin telling history, growth, preparation for the market, and packaging of coffee.

☐ PROGRESS OF COFFEE. Pictorial wall chart showing history, growth, and roasting process of coffee.

☐ COFFEE EXHIBIT. Exhibit with samples of coffee from berry to roasted bean; compact, easy to store.

For College Home Economics Teachers:

☐ WHAT FLAVOR MEASUREMENT REVEALS ABOUT KEEPING COFFEE FRESH. By P. W. Punnett and Walter H. Eddy, Teachers College, Columbia University, New York City. Reprinted from "Food Industries."

For Institutional Managers:

☐ THE COFFEE PROBLEM. By P. W. Punnett, Teachers College, Columbia University, New York City. Reprinted from The Journal of The American Dietetic Association. Article about buying coffee in large quantities.

● ***If you live in Canada, there will be a small Customs Duty collectable upon delivery of the material to you.***

Name .....

Business Address .....

City ..... *State* .....

Bureau of Coffee Information
51 West 45th Street New York City

Housing Projects

(*Continued from page 43*)

by a motor road, with dead-end alleys or "lanes" leading from this road in towards the core of the block. The houses are grouped around these lanes, backing onto them so that each house has a motor entrance at the rear, while the front faces the central park. Footways connect the houses and lead through the park, with underpasses connecting the blocks and insuring the safety of pedestrians at all times. These superblocks, naturally, are very much larger than an ordinary city block.

The central parks are owned by the Radburn Association, being deeded to them by the City Housing Corporation. They are held in trust for the inhabitants and cannot be sold. The Association maintains the parks, provides for community activities and services, and enforces restrictions; it finances health and educational work, and in general provides for the continuity of the essential character of the community.

The community is provided with a shopping center, with one large school building containing primary and junior high school grades, and with a community center for such activities as dramatics, music, study groups, chess and bridge clubs, et cetera. The public schools of Paterson are accessible by bus, as are churches of other denominations than the five cooperating in the Radburn church. There is also a progressive nursery school. Recreational activities include tennis courts, community games, an outdoor swimming pool, and so on.

There are apartments and two-family houses for rent in Radburn, but most of the construction is in single family houses, owned largely by young married people with children. These houses range in size from four to seven rooms, in price from about $7500 to $18,000.

At present, a typical house available at Radburn is selling for $8900. The house stands on a lot fifty by one hundred feet, and contains six rooms and garage, with a large basement, part of which can be finished off as a recreation room. The plans of this house have been carefully worked out to provide the maximum of convenience, but the exterior appearance can be changed in innumerable ways. There is a large living room, with a fireplace, which is entered from the park side and communicates with the dining room and the hall into which one enters from the motor way or the garage. Into this hall open also the dining alcove and the lavatory which, with the kitchen, complete their first floor. Upstairs are three bedrooms and a bathroom.

The construction provides such facilities as heavy oak floors, colored tile bathrooms, modern kitchen equipment, and a cedar lined closet. The roof is asphalt shingles, all piping is brass, all improvements are installed.

Various alternative plans of financing this house are available—the standard plan calls for a down payment of fifteen per cent, and monthly payments of $64.45. The monthly payments include mortgage interests and amortization, taxes, insurance, and community charges. A smaller down payment with larger monthly payments is also possible.

The great advantage of such a community lies in the opportunities it offers people with moderate incomes of four or five thousand dollars. It offers them and their children light, air, space and safety and as such it is a noteworthy experiment whose success points the way to better city planning and better town planning, and to the hope that these advantages may one day be extended to those "average" families whose need is even greater.

RECENT TRENDS IN AMERICAN HOUSING

BY

EDITH ELMER WOOD

"In this book is given a thorough survey of the changing attitude toward housing which has taken place since the war. Beginning with housing arrangements adopted during the war, she goes on to discuss zoning, regional planning, housing codes, cooperative housing, 'garden cities' and so on. The book is elaborately documented with full bibliography and index." Illustrated. 297 pages. $3.00.

THE DESIGN OF SMALL PROPERTIES

BY

M. E. BOTTOMLEY

Here is a book which presents 52 carefully designed plans, which furnish many interesting planting layouts for homes. Each plan is fully described and explained so that it may be easily modified to fit any special conditions. A check list of nearly 600 plants showing the height, color, time of bloom, foliage, growing habit, soil requirements, etc., of each one gives an idea of what to plant. 64 illustrations, 233 pages. $3.00.

LANDSCAPING THE HOME GROUNDS

BY

L. W. RAMSEY

Step by step, with photographs and plans that make each point clear, this new book shows just how to develop home grounds for greatest beauty. Each of the 175 illustrations tells a story or teaches an important lesson at a glance. 75 illustrations, 170 pages. $2.00.

THE MACMILLAN COMPANY

60 Fifth Ave. New York City

THE SCHOOL LUNCH

New and revised edition. Covers floor plans, equipment, detail drawings of counters, stationary tables and swinging stools, and a modern bookkeeping plan for a large school lunch system. One chapter devoted to operation and accounting in a single school cafeteria, with floor plans, etc. $4.00 postpaid.

INSTITUTION RECIPES

Standardized in large quantities for use in schools, colleges, cafeterias and hospitals. Gives the daily menu for a period of ten days, thus preventing unpleasant repetition. $3.00 postpaid.

Both Books by Emma Smedley, Food Service Consultant, Formerly Director of Public School Lunches, Philadelphia, Pa., formerly Instructor in Domestic Science, Drexel Institute, Philadelphia, Pa.

Liberal Discount Allowed
Descriptive Bulletin Free

Emma Smedley

SIX EAST FRONT ST. - - MEDIA, PA.

EUROPEAN TOUR

Summer 1933

England, Belgium, Germany, Austria, Italy, Switzerland, France

HISTORIC TEXTILES

European Museum Study Course
University of Washington
Seattle

3 - 6 credits toward Master's Degree given. Members may register as auditors or as applicants for credits. Unusual opportunity for home economists and art teachers. The group will have access to great museum collections, — tapestries, embroideries, wonderful fabrics, historic costumes; modern factories; studios; and will be the guests of college people and specialists in the textile field in each country.

Opportunities for shopping and social diversion.

Sailing from New York, June 25,
S.S. BREMEN

Returning to New York, August 27,
S.S. GENERAL VON STEUBEN

Inclusive round-trip cost, $594

For details address:
GRACE G. DENNY
University of Washington
Seattle, Washington

Management by The Open Road, Inc., New York and Geneva

Toys and Child Study

(Continued from page 39)

usage; the unskilled handling of a young child; and one that will not encourage destructiveness by flimsy construction.

2. It must be large enough to bring the gross muscles into play; not a type that will call for too advanced development of manipulative ability.

3. The equipment should be such as the child can use without adult's assistance.

4. Its use should foster good posture.

5. It should meet the play needs and interests of the age of the child.

6. It should be adapted to more than one play purpose.

7. It should be sanitary and hygenic.

8. Some toys and equipment should be selected that will encourage social play.

After a two months' testing period in the nursery school, this furniture seems to measure up to the standards set. It has withstood the constant usage of ten preschool children. The bed has been lain upon, sat upon, and even stood upon. All of the pieces of furniture have been moved constantly with no sign of weakness in material or construction.

The gross muscles are used in playing with this furniture—the drawers can be opened and shut by the youngest child in the laboratory.

No adult is needed in the manipulation of the equipment.

The height of each piece is such that in using it the child can maintain a natural position. It is never necessary for the child to hunch over in a bad posture to play with any of these pieces.

The equipment was constructed to accompany the imitative household play commonly attractive to four-year-old girls. It has been very popular with them as well as with younger children.

It has been the inspiration of many constructive pieces of work, besides the usual housekeeping play. Extra furnishings are made by the children at their work bench, or out of blocks.

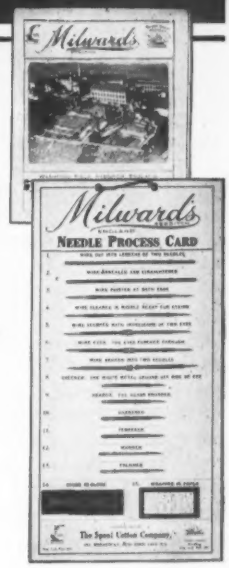
While its uses are not so varied as some types of equipment—it will always be furniture—it has been used in a surprising number of different ways.

Through this project, Miss Smith has lead the student teachers to see how they can interest their high school girls in small children through units of child development. In addition the furniture has served as an exhibit to many adults, particularly the parents of the nursery school children—showing that play equipment is necessary for children; and that it need not be expensive.

—

Note: The project described here was carried out by Miss Janet Smith while she was serving as nursery school director at State Teachers College, Hattiesburg, Mississippi. The manual arts instructor gave some assistance.

FREE! The Fascinating Story of HOW NEEDLES ARE MADE



Let Us Send Enough Copies For All Your Group Members

A SHORT instructive history of needles—fascinating facts about bronze, copper and iron needles of early times—about today's perfect needles of steel—a copy for each student—FREE.

How Needles Are Made

Also available at 25 cents each, is the Needle Process card which holds samples of metal in the 15 progressive stages of manufacture required to produce the Milward Needle.

Thread and Needle Charts—Also Free

Your students are using these modern needles every day and we have prepared a chart of correct Thread and Needle sizes for every sewing purpose. Send for these FREE Thread and Needle Charts for classroom use.

Use the convenient coupon below for your order. Be sure to indicate the number of free leaflets and cards you need for your students and include *25 cents for the Process Card.*

EDUCATIONAL BUREAU

THE SPOOL COTTON CO.
350 Fifth Avenue, New York, N. Y.

The SPOOL COTTON CO.,
Dept. 41-P, Box. 551, Newark, N. J.

Please send me the following:

( ) Leaflets, How Needles Are Made (Free)
( ) Thread and Needle Charts (Free)
( ) Needle Process Cards (25c each)

Name .....

Position .....

School Address .....

City ..... *State*.....

IDEAS Instead of Money !

Perhaps your department's budget has been cut, too—and you're busy using good ideas to make up for the scarcity of money. Call on Knox Sparkling Gelatine! Knox will not only help you to make inexpensive foods into interesting dishes—convert left-overs into delightful entrees or desserts—devise new salads that cost but a few pennies . . . but it will help you to chase away Meal Monotony from thousands of homes in your community.

Because it is not mixed with sugar, coloring or flavoring, Knox Gelatine combines perfectly with all foods. See the recipe for Fruit Rice Bavarian. The materials are simple —but the Knox Gelatine dessert it produces is charmingly new. Each package of Knox makes four different desserts or salads, six servings each. Send in the coupon.

FRUIT RICE BAVARIAN

(6 Servings)

1 level tablespoonful Knox Sparkling Gelatine	
½ cup cold water	1 cup cooked rice
¼ cup sugar	1 cup cream or evaporated milk
¼ teaspoonful salt	
½ cup fruit	½ teaspoonful vanilla

Soak gelatine in cold water about five minutes and dissolve over hot water. Add to hot cooked rice, and add sugar, salt and vanilla. Beat well, and when it begins to thicken, beat in fruit (cooked pineapple, maraschino cherries, fresh or canned peaches, strawberries or cooked apples. Bananas or preserved figs with one tablespoonful lemon juice may also be combined with the rice mixture). Fold in whipped cream or whipped evaporated milk. Turn into mold that has been rinsed in cold water and chill. When firm, unmold and garnish with fruit or a few nut meats. With fresh fruit, additional sugar may be required, and if fresh pineapple is used it should be first scalded.

(NOTE! to Domestic Science Teachers: You may have sufficient gelatine for use in your classes if you will request it on school stationery, stating quantity wanted and when needed.)

KNOX *is the real* **GELATINE**

KNOX GELATINE,
111 Knox Ave., Johnstown, N. Y.
Send me your **FREE** books, "Meals for Three", "Food Economy" and "Dainty Desserts and Salads".

*Name*_____

*Address*_____

*City*_____ *State*_____

Personality Development

(Continued from page 42)

meal, should exemplify such qualities as hospitality, order, co-operation, etc.

d. The cleaning up and clearing away the meal should include such ideas as carefulness, organization, cheerfulness, economy, patience, cleanliness.

4. Readings that should aid in teaching personality through foods.

Lanham, McKay, Zuill, *The Family's Food,* Ch. 1, 2, 13, 14.

Starrett, H. E. *The Charm of Fine Manners.*

Harris and Lacy, *Everyday Foods,* Ch. 27.

Greer, Carlotta — *Foods and Homemaking,* Ch. 10, 12.

Problem IV

How will there be further development of personality in college students through courses in home living?

There are several courses in home economics that are built about the making and management of the home.

1. All school situations that stimulate home life are artificial ones at best.

2. Principles in successful living are applied under comparative compulsion and supervision, and therefore only point the way to opportunities for action elsewhere in the school environment.

3. The student receives instruction and guidance through demonstration and precept, but it is only through individual practice that dexterity can be secured.

4. Social dexterity is the art of living with other people in a world where mutual satisfaction is obtained by all.

5. All the traits of personality needed in living should be exercised and developed in courses centered about the home.

6. Visible traits by which personality manifests itself can be either genuine or simulated, e. g., while costume jewelry adds a pretty touch to the ensemble, very few at close range think it genuine.

7. The home management course should be planned to discover the qualities needed for home making.

8. Personality development through courses in home living will differ in each group depending upon the needs of each individual and the opportunities available.

9. Some readings that will be helpful in this connection are:—

a. Allport & Allport — *Personality Traits.*

b. Baldwin and Stocker — *Psychology of the Preschool Child.*

c. Charters — *Traits of Home Makers. Journal of Home Economics,* Dec., 1926.

d. Groves — *Wholesome Childhood.*

e. Laughlin, C. E. — *The Complete Home.*

f. McDougall, Wm. — *Character and the Conduct of Life.*

g. Spenser — *The Family and its Members.*

The secret of the

FINE FLAVOR

of three generations of successful cooks . . . .

BELL'S SEASONING

WRAPPED IN MOISTURE-PROOF CELLOPHANE

BACO BATIK DYES

Recognized Standard
POWDER OR LIQUID
also Beautiful Batik patterns
Write for catalogues and illustrations mailed free.
BACHMEIER & COMPANY, Inc.
441 W. 37th St. New York, N. Y.

25¢ FOR PINS-RINGS $1.25

1933 MGS

Class pins — any letters, any year, any colors. Silver plated, 12 or more, 25c each; 1 to 11, 30c. Gold plated, 40c; sterling, 45c. Class rings, medals, etc. BIG CATALOG FREE.
METAL ARTS CO., Inc., Factory 87, Rochester, N.Y.

SEWING ROOM SUPPLIES

Pinking Machines
Threads Needles
Dress Forms and Skirt Gauges
Pins and Many Other Items

Send for Circular and Price List
BREWER SEWING SUPPLIES CO.
337 W. Madison St. Chicago, Ill.
Room 600

FOR SALE

One Westinghouse A. C. Electric Oven, 3 sections, 37 x 28 inside, thermostat control. First class condition. Price: $350 f.o.b. Cleveland; $175 with order, balance in three monthly payments, or $300 cash f.o.b.
NORTHERN OHIO BAKERY EQUIPMENT CO., INC.
1423 St. Clair Avenue, Cleveland, Ohio

MISS FARMER'S SCHOOL OF COOKERY

TRAINING in cookery and household arts. One year course. Intensive courses. Special summer courses. Student residences. Booklet P. **Miss Alice Bradley, Principal, 30 Huntington Avenue, Boston, Mass.**

EDUCATIONAL HELPS

Interesting Helps For Homemakers
(Revised Edition)

a. RESTFUL SLEEP—a helpful illustrated booklet on correct bedmaking. Several pages are devoted to the views and processes of sheeting manufacture from the cotton field through the mills. Samples of the UTICA, MOHAWK and UTICA Percale brands of Sheets and Pillow Cases showing the white and colored qualities are included. 25 copies free, additional copies 5c each.

b. EXHIBIT—glass covered, 20"x24", showing the stages cotton passes through from raw state to finished Sheets and Pillow Cases. Will loan for thirty days upon request from principal of school on school letterhead. Sent express prepaid upon condition that return transportation charges will be paid.

Department 12
UTICA AND MOHAWK COTTON MILLS, INC.
Utica New York

Food Models

are splendid helps for teaching nutrition; especially valuable for home economics classes; reproduced on durable stock. Separate units on

Breakfast Lunch Dinner
50c per unit 75c per set

Health Education Department
DAIRYMEN'S LEAGUE CO-OPERATIVE ASSN., INC.
11 West 42nd Street, New York, N. Y.

Sunkist Food Bulletins

A series of six lesson leaflets furnished in quantity for class distribution to home economics classes. Citrus fruit recipes and topical matter on place of citrus fruits in the well balanced menu. A diet booklet, "Fruits That Are Good and Good For You," will also be sent.

Dept. H. E., California Fruit Growers Exchange, Box 530, Station C,
Los Angeles California

A Series of Lesson Plans

Valuable to both teachers and students. Teachers' Outline for a Domestic Science Course and Lesson Plans. Learn about baking and from Davis Baking Powder, what a good baking powder really is.

Home Economics Department
R. B. DAVIS COMPANY
38 Jackson Street Hoboken, N. J.

For Cookery Classes

The "Manual of Cookery" has 12 sections, each devoted to a particular phase of cooking. It outlines fundamental cooking principles and is written in a style which makes it an excellent textbook for cookery classes. One manual, for instance, contains a number of recipes suitable for wholesome school luncheons.
A copy of the Manual will be sent free to any teacher of Home Economics.

PROCTER & GAMBLE
Educational Dept.—PH-233
Gwynne Bldg. Cincinnati, Ohio

Problem V

How can a course in methods of teaching home economics make students conscious of their professional needs in regard to personality development?

Until the course in methods of teaching is reached by the potential teacher, instruction in personality development has been largely informal and by indirect methods. School subjects, special situations, routine, outside social activities, and influence of teachers and friends all have helped in character formation.

1. In methods of teaching, personality is taught through organized class room discussion plus class room activities.
2. The student is now concerned with knowing what qualities are especially desirable not only in seeking a position, but also for success in teaching.
3. In this course students should thoroughly realize the importance of the personality in all activities.
4. Personality should have a definite meaning for each student.
5. Students should be made conscious of their own responsibility and power in the formation of their own character.
6. Students are expected to realize that society will demand services from them.
7. Students should be able to discover their own shortcomings, and a desire for self-improvement should be created.
8. The essential qualities and character traits for the successful teacher should be listed and illustrated.
9. Plans for self improvement should be made by each girl taking the course.
10. Each student should consider how other people can best be aided in the development of a successful personality.
11. Readings that will be helpful in this course would include:

a. Antin, Mary — *The Promised Land.*
b. Brandenburg, G. — *Analyzing Personality, Journal of Applied Psychology,* Feb. 1925.
c. Coons, B. — *Developing Personality Characteristics, Journal of Home Economics,* May 1929.
d. Groves, E. R. — *Personality and Social Adjustment.*
e. Haddock, Laura — *Steps Upward in Personality,* p. 216.
f. Launcelot, W. H. — *Developing Student Teachers in Traits of Personality, Educational Administration and Supervision,* May 1929.
g. Symonds, P. N. — *Diagnosing Personality and Conduct.*
h. Tiege — *Tests and Measurements for Teachers,* Ch. XX.

Correction

Through an error of the proofreader, the number and price of the pattern illustrated in the January advertisement of the Pictorial Review Company were omitted. The pattern is number 6199, price 40 cents.

FOR QUALITY
HANDI-COAT
STYLE NO. 88 by
Bob Evans THE ARISTOCRAT OF UNIFORMS

The Bob Evans Label in a garment assures complete satisfaction.

No. 88—Sizes 14 to 46 in white broadcloth or in blue, green, rose, or orchid broadcloth

Ideal for the Home Economist

•

at $1.00 *a Splendid Value!*

•

Handi-coat features the new 1933 Silhouette

•

It goes on and off like a wrap

•

Form-fitting for every type. Note princess flare back and one piece front which insure graceful lines and perfect fit

•

Apron wrap will not open when you sit down

•

Two-way front—wraps either to left or right with equally smart effect

JACOBS BROTHERS, Inc.
1501 Guilford Avenue, Baltimore, Md.

Please tell me where I can purchase Handi-Coat Style No. 88 in my city. Also send Style Booklet 5HE

Name .....
Address .....City .....

MORE PLAYS With a Purpose

Price

One Dollar Fifty Cents

Eleven plays of delightfully interesting material, especially suited to the older group of Home Economics students.

Contents

The Greatest Profession—by Edith Selter
Vitamins Bring the Smiles
—Directed by Effie J. Mallory
When Mother Is Away
—Directed by Elizabeth Malone and Louise Hoyt
This Modern Generation—by Dorothy Tolbert
Marsh Marigolds—by Dorothy G. Spicer
In Mother Goose Land—by Eleanor Enright
The Fashion Cycle—by Marian S. Morse
Facts and Fancies in Costume—by Marian S. Morse
The Right Thing in the Right Place
—by Isabel McDonald
The Beauty Shop—by Edith Selter
The Uses of Adversity—by Elizabeth Brannigan

152 Pages—Bound in Cloth
$1.50 Postage Prepaid

Are These Some of Your Teaching Difficulties?

Short Periods For Food Classes?

Can you teach methods, theory and practice of cooking in 50 minutes?

Mrs. Sutcliffe says YES—and she has done it for three years.

Foods Classes For One Hour Periods

gives her lesson outlines for each periood. Price 50c.

Are You Holding Class-Interest?

If not, why not give a play and put some fun into the work?

More Plays With a Purpose

provide you with some of the newest material which you will find very constructive and interesting. Price $1.50.

Do You Need Additional Material?

Everyone needs the stimulus of new ideas to hold the enthusiasm of her pupils and help to develop the textbook theory.

Practical Home Economics

tells you what others are doing and how they do it. $2.00 a year.

WHY NOT MAKE USE OF THIS COUPON NOW?

Practical Home Economics 468 Fourth Avenue New York City

Name .....

Street .....

City .....

State .....

School .....

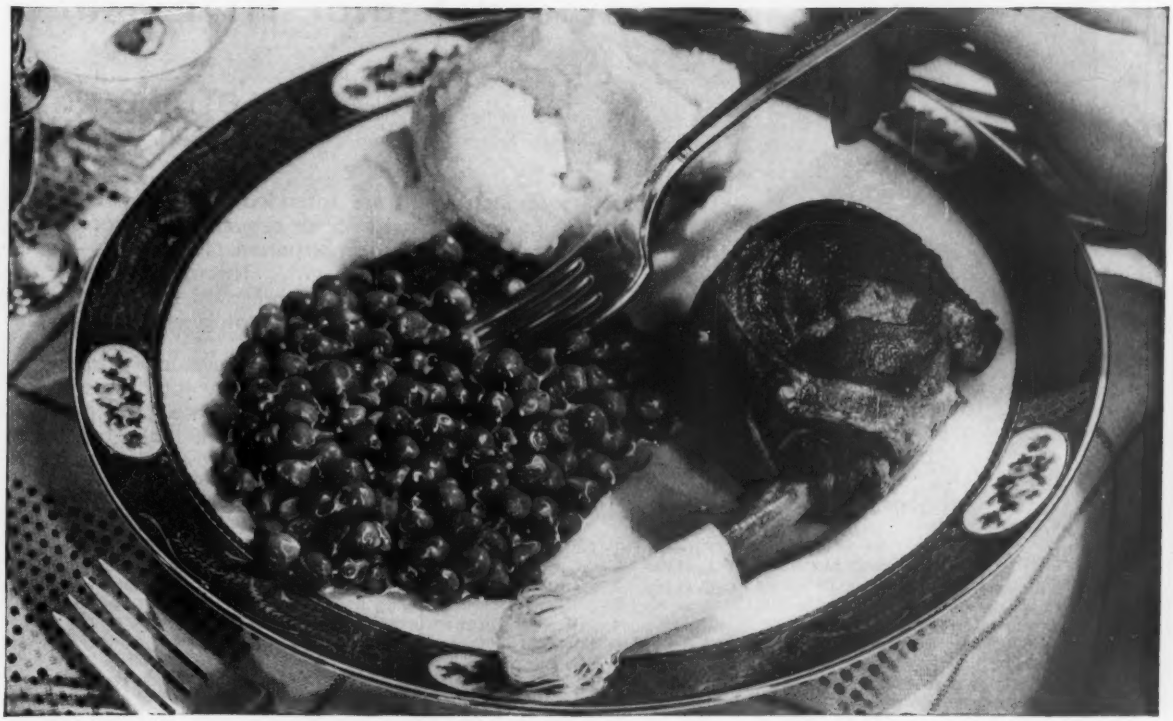
Enclosed please find.....for which send

PRACTICAL HOME ECONOMICS for ..... years
One year $2.00 Two years $3.00

MORE PLAYS WITH A PURPOSE ..... copies
$1.50 per copy

FOODS CLASSES FOR ONE HOUR PERIODS ..... copies
$.50 per copy

What's in a can of PEAS?



• TYPES

There are two types of canned peas. One is a smooth-skinned variety called Early June, or Alaska. The other is a wrinkled-skin variety often referred to as the Sweet Pea. They are slightly different in flavor—both are delicious.

• STYLE OF PACKING

All of us are prone to associate quality with price, but with canned peas the highest priced is not necessarily the best. Of course the grades described in the next paragraph influence price, but the size of the pea is also a factor. Peas are packed according to size, and are numbered in the trade from 1 to 6. The No. 1 or Petit Pois is the smallest. No. 1 peas cost more, not because they are superior in flavor but because fewer of them are canned, and because it costs more to can them. As a matter of fact, many think the larger sized peas—for example, 3, 4 and 5—are so superior in flavor that they use the No. 1 pea chiefly as a garnish for steaks, chops, and roasts. Some packers put up a blend of the three most flavorful sizes, and call this "run of the pod" or "ungraded".

• GRADES

Peas are packed not only by sizes, but by grades—Fancy, Extra Standard and Standard. The difference is the amount of starch in the peas, which is indicated by the firmness of the pea and the clearness of the brine (a combination of pure water, salt and sugar). The smallest amount of starch is in the Fancy and Extra Standard grades. The Standard grade is sometimes used as a regular vegetable dish—but, being starchier, it is better adapted to purees and soups.

• DIETETIC QUALITIES

According to Sherman (in "Chemistry of Food and Nutrition", 4th edition) edible organic nutrients of canned peas are estimated as Protein, 3.6%; fat, .2%; carbohydrates, 9.8%. According to Dr. E. F. Kohman (see "Hygeia", October, 1928) canned peas are many times richer in vitamins A and B than orange juice, and have about half the vitamin C content of orange juice.

AMERICAN CAN COMPANY

CANCO

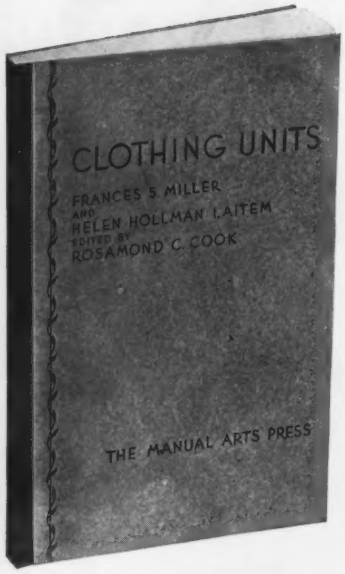
CANNED FOODS HANDBOOK—FREE! Contains authoritative answers to 36 queries about commercially canned foods. A valuable reference book. Mail coupon to American Can Company, 230 Park Avenue, New York.

*Name*_____

*Address*_____

*City*_____ *State*_____ P-33

A Remarkable New Text



Unit Method of Teaching Clothing
for
Junior and Senior High School

CLOTHING UNITS
By Miller and Laitem

These units of instruction are intended for use in beginning classes in clothing, either in junior or senior high schools. The units are organized around the construction of garments—a subject of vital interest to the young girl. Through this approach, a study is made of cotton and linen fibres and materials, design and color in dress, and cost and care of clothing.

A thorough trial in the authors' classes revealed that the use of these units (a) affords greater opportunity for developing independent thinking and consequent self-reliance, (b) gives the girl a standard for measuring her progress, and (c) greatly conserves the teacher's time. The contents below gives added information:

CONTENTS

Foreword — Note to Teachers — List of Reference Books
Unit No. 1. The Repair of Garments Made from Cotton Materials
Unit No. 2. The Selection of Materials and Patterns for Undergarments
Unit No. 3. The Use of the Sewing Machine
Unit No. 4. The Construction of an Undergarment
Part I. General Directions for Operations Preparatory to the Construction of an Undergarment
Part II. Specific Directions for Making Suggested Undergarments
Unit No. 5. Laundering the Undergarment
Unit No. 6. The Study of Cotton Materials
Unit No. 7. The Construction of a Costume Slip
Unit No. 8. The Selection of a Pattern and Materials for a Cotton or Linen Dress Suitable for School
Unit No. 9. The Study of Linen Materials
Unit No. 10. The Construction of a Dress
Unit No. 11. A Girl's Clothing Budget
Unit Tests

176 Pages, 6″ x 9″; Only 80 Cents

Read What Others Say Of It

¶ "It is a striking departure from the usual, and appeals to me as especially worthwhile as a technique for encouraging independence and resourcefulness. It is proving very helpful to my students who are doing cadet teaching. They are pleased to find a book embodying such new methods for teaching the age-old processes in clothing construction."—*From a director of home economics in one of the largest universities.*

¶ "The book is well organized and should indeed be a great help to teachers, both in saving time in methods of teaching and in helping students to work out problems for themselves."—*From a professor of home economics in an institute of technology.*

¶ "I have carefully examined the book and I think it meets the needs of beginners in clothing construction better than any book I have ever used. I shall look forward to adopting this as a class text next year."—*From a director of home economics in a normal college.*

¶ "It has distinct advantages in presenting clothing units to high school girls and I feel it would be a great help to both teachers and students."—*From a supervisor of home economics in an agricultural college.*

¶ "Several of our teachers have purchased copies and are very enthusiastic over the book."—*From a director of domestic art in a large city.*

For an approval copy return this coupon

The Manual Arts Press, Peoria, Illinois 1933

I wish to see the book presenting a new method of clothing instruction. Please send me a copy of

CLOTHING UNITS—Miller and Laitem

billed on 30 days' approval. If adopted and purchased in quantities for class use, I understand I may keep the copy for desk use, otherwise I shall either return it or remit the purchase price, 80 cents.

Name .....

Position .....

Address .....

City .....State .....

PHE-3-33

MAIN LIBRARY A